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ABSTRACT

This document, divided into four chapters, reports on the annual workshop activities of the North Central Association. Chapter 1 presents elements of the teacher education project and lists the participating institutions. Chapter 2 provides general information regarding sponsorship, personnel, special presentations, and workshop organization. Chapter 3 presents three theme group reports, which are entitled: (a) "Selection and Retention of Teachers Through the Use of Performance-Based Criteria in Teacher Education: Definitions, Rationale, Goals"; (b) "Pre-Service Implications of Performance-Based Teacher Education"; and (c) "Inservice: Relevant Growth for Teachers Throughout Their Careers." Chapter 4 contains 24 individual reports relating to the theme of performance-based teacher education. (PD)

PERFORMANCE BASED TEACHER EDUCATION:

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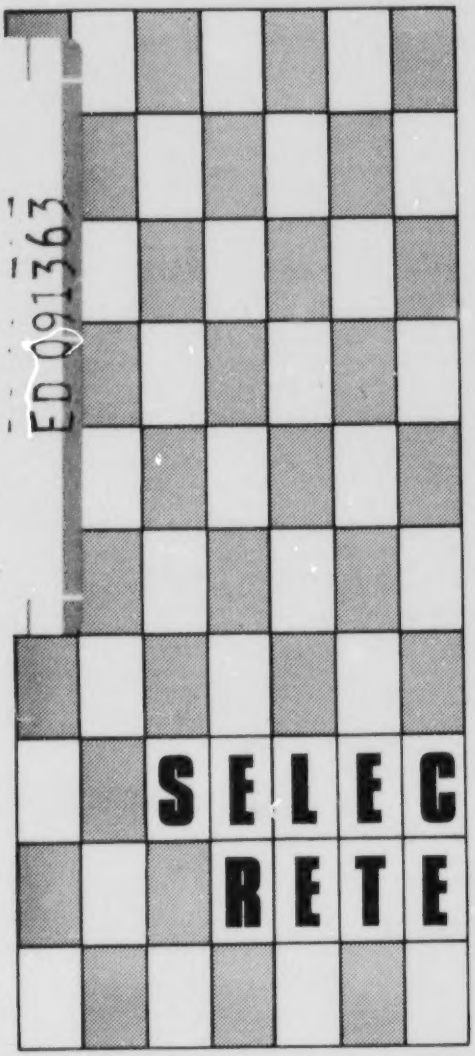

SELECTIVE RETENTION

26th NCA Teacher Education Workshop

Edited by:
J McClure
J Strouse
D Jones

SP008 036

FOREWORD

The following document is the report of the twenty-sixth North Central Association Teacher Education Summer Workshop. The theme for the workshop activities was identified by the Committee on Institutions for Teacher Education as Performance Based Teacher Education: Selective Retention. As had been true of each of the previous twenty-five workshops, opportunity was provided for each individual workshopper to represent his home institution as a contributor to the collective efforts of the total workshop. In keeping with past workshops every effort was made to focus the interests and concerns which each individual possessed toward the single general theme of the workshop.

Building upon an outstanding 25th workshop which studied Performance Based Teacher Education, this report will reflect a continued growth and refinement in the understanding of PBTE. Throughout the three-week workshop herein reported special focus was directed toward the application of PBTE techniques in Selective Retention. A broad expanse of activities resulting in study, frustration, synthesis, search, questioning, incubation, challenge, and application served the needs of the various workshoppers.

The written report which follows can, at best, provide only a partial summarization of the cognitive production resulting from the workshop. Of equal importance and significance, however, was the broad array of affective encounters which every participant experienced.

The total experiences and inter-personal relationships encountered by the workshoppers and staff members were in and of themselves valuable contributions toward a greater understanding of the dynamics of teacher education. The housing arrangements and social encounters for workshop participants contributed much to this goal.

The total success of the workshop must be attributed to the efforts of each individual workshopper. However, it was through the skillful efforts of Dr. John Strouse and Dr. James McClure, co-directors of the workshop, that unity and continuity were achieved.

For the final production of this report I am personally indebted to Dr. James McClure, Dr. John Strouse, Mrs. Juanita Wells, Mrs. Jean Redburn, Mrs. Mary Jo Phillips, and Mrs. Ildiko Meyer, all of whom have exerted special skills and energies in bringing this publication to fruition.

Donald W. Jones, Chairman
NCA Sub-Committee on Institutions
for Teacher Education

TWENTY-SIXTH ANNUAL REPORT OF THE

NORTH CENTRAL ASSOCIATION TEACHER EDUCATION SUMMER WORKSHOP

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CHAPTER I

THE COOPERATIVE PROJECT

Elements Of The Teacher Education Project

Principles of the Project

The Teacher Education Project is founded upon the following convictions:

That the colleges can and should cooperate.

That regional cooperation has a place, along with the state plans of working together, and national programs such as those sponsored by the American Council on Education, the American Association of Colleges for Teacher Education, and the National Education Association.

That the colleges have within them the potentials of leadership and growth necessary to bring great improvement in higher education. This is not to disparage the use of outside "experts" in college work, but to stress the idea that our real hope must always lie within ourselves.

That cooperation, the sharing of ideas, is a definite stimulus to creativity in a college staff. Cooperative projects have always demonstrated that we grow by giving and that we achieve by sharing.

That self-analysis and self-study are the basis of sound institutional development.

Sponsorship and Direction

The Teacher Education Workshop is one of several projects sponsored by the Subcommittee on Institutions for Teacher Education of the Commission on Research and Service of the North Central Association of Colleges and Secondary Schools.

The members of the Committee on Institutions for Teacher Education which directs the entire project are:

Leon Billingsly 1972-73 through 1977-78
President, Missouri Southern State College
Joplin, Missouri

R. C. Gillund 1970-71 through 1975-76
President, Dickinson State College
Dickinson, North Dakota

Eugene Hughes 1972-73 through 1977-78
Vice President for Programs
Northern Arizona University
Flagstaff, Arizona

Donald W. Jones, Chairman 1969-70 through 1974-75
Director, Secondary Teacher Education
Ball State University
Muncie, Indiana

Edwin C. Nelson 1971-72 through 1976-77
President, Chadron State College
Chadron, Nebraska

The Subcommittee is responsible for finances of the project, for determining major policy, and for general supervision and direction of the project. It is assisted by a number of staff members known as coordinators. The coordinators for 1972-73 are:

F. Clark Elkins 1969-70 to 1973-74
Vice President in Charge of Instruction
Arkansas State University
State University, Arkansas

Calvin E. Harbin 1972-73 to 1975-76
Dean of Education
Fort Hays Kansas State College
Fort Hays, Kansas

John Strouse 1972-73 to 1975-76
Workshop Co-Director
Ball State University

Don O. Lyon
Department of Educational Administration and Supervision
Ball State University (Workshop Co-Director)

Donald W. Jones, Chairman
Director, Secondary Teacher Education
Ball State University (Chairman of Teacher Education Project)

Harry Scott 1971-72 to 1974-75
West Virginia State College
Institute, West Virginia

These coordinators serve the workshop, make annual visits to colleges, and stimulate and facilitate inter-institutional collaboration. Both committee members and coordinators devote part time only to the work. There are no paid personnel connected with the project.

The Summer Workshop

An annual workshop is held in the summer. Each participating college is invited to send one or more faculty members from any academic discipline to this workshop.

The following experiences are planned to provide maximum benefit to both the individual participants and the member institutions:

1. A central theme or problem is identified prior to the workshop. Approximately one-half of the participant's time and effort is directed toward consideration of this theme. Discussions are held to clarify the issues and to share ideas. Library facilities, faculty members, and other resources of the host college or university are available and are used. The workshoppers determine their own procedures, and speakers or consultants are used to stimulate thought. A written report is prepared and these reports are discussed during the final week of the workshop. The written report becomes a major part of the annual report of the committee which is distributed to all participating institutions, workshoppers, and other interested persons.

2. During the pre-workshop planning period the participant is asked to identify a problem or an area of concern which is of special interest to him or to the faculty of his college. These topics are made known early in the first week of the workshop, and workshoppers are encouraged to study these matters either individually or to use other workshoppers as resources.

3. Special consultants are invited to present cogent ideas to the workshop. Stimulation and valuable discussion result from the contributions of carefully selected guest speakers.

4. Several other kinds of experiences are worthwhile by-products of the workshop. The chief function of the workshop is to provide stimulus to local campus leaders so they may function even more effectively during the year ahead in their respective colleges. To this end, the workshop provides:

   Experiences in democratic living such as can be practiced on one's own campus. This is done through extensive use of participant planning in the workshop program, through participant evaluation of the workshop activities and most of all, through a friendly spirit of informality and good will.

   Rich resources for the study of problems of concern on the local campus. The resources of a great institution of learning and a stimulating group of co-workers are brought to bear upon the problems which the participants have been charged by their colleagues to work on. This carry-over to the work of the year ahead is of major importance.

   Provide an understanding of the purposes and values of the whole cooperative project. The workshop provides opportunity for sharing experiences in the strategy of local action. Not only through sessions devoted directly to such problems, but even more through informal discussions of the ways of best using the resources of the project are examined.

Unusual opportunities to study intensively with persone of like interests on common problems and with persons of dissimilar interests on all sorts of problems. The workshop group includes persons engaged in many different kinds of fields of work in higher education and at the same time a number of groups of two or more people with similar experiences.

Opportunities to have a good time with congenial people. The workshoppers, for the most part, live in a university dormitory. They eat together and join in the recreational advantages of the university and community and carry on social activities planned by their own social committee.

Presidents' and Deans' Workshop

A workshop and a luncheon is scheduled each year during the annual meeting of the North Central Association. This workshop is attended by presidents, deans, and other interested individuals and provides an opportunity for reporting directly to these individuals on the progress of the project.

This workshop is sponsored jointly by the Committee on Institutions for Teacher Education and the Committee on Undergraduate Education.

The Visits of the Coordinators

A staff member, known as a coordinator, visits each participating college annually, unless the institution chooses one of the alternatives outlined below. The visit is for not less than one day and not more than two. The purpose of the coordinator's visit is to encourage, stimulate, and facilitate the efforts of the local faculty. Since he also visits a number of other colleges, the coordinator brings to each college the results of faculty work in other institutions. He serves as a general consultant, and not as an expert or a specialist. At the same time he relays information to the Committee about work in local colleges which presumably would be helpful in making future plans and policies.

Coordinators are recruited from the ranks of former workshop participants. The term of service of a coordinator is limited to not longer than five years. This practice increases the possibilities of the project for inservice development of personnel, and at the same time provides a steady supply of new leadership in the project itself.

Alternatives to the Coordinator's Visit

Instead of having a visit every year by one of the regular coordinators, a college participating in the Teacher Education Project may elect any one of four alternatives. These alternatives are open for use during any academic year upon application before September 30 by any institution which actively participated in the Subcommittee's project during the year immediately preceding. The deadline date is necessary in order that the use of the alternatives may be taken into account in planning for the coordinators' visits. These visits must be planned to include two or three colleges in one trip, so as to conserve the coordinator's time and the project funds. An institution may elect to use t[illegible] alternatives during two of any three years, with a visit from a regula[illegible]oordinator taking place during the

remaining year. The visit is retained on this limited basis because of its values in stimulating institutional studies and as an avenue of sharing with other participating colleges.

1. The first alternative is that of the Regional Work Conference. Such an event may be planned by the participating colleges in one or two states, with or without attendance at the conference by institutions not in the project. In general, the purpose of the conference would be to have a relatively small number of colleges work intensively over a period of perhaps two days on some rather clearly defined educational problem. Each institution eligible to use this alternative will be reimbursed for actual expenses in connection with the conference up to the amount of $90.00 (representing the coordinator's honorarium and the average of the coordinator's travel expenses for one college). A portion of this sum could also be used for defraying the central expenses of the conferences, such as an outside speaker, printing, etc. Under this alternative the Subcommittee will send one of its regular coordinators to the work conference, and will defray the honorarium and travel expenses involved. The primary reason for sending the coordinator to the conference is to have him meet with these campus leaders from participating institutions as a group and, where necessary, individually. He may also assume a nominal assignment in connection with the conference, but, if he is given a major role, he should be properly compensated by the colleges conducting the conference. In no event, however, should this responsibility interfere with the coordinator's primary purpose of giving adequate time to the chairmen of the work conference.

Finally, the colleges undertaking the work conference will be expected to prepare a report summarizing the results of the conference for distribution to all institutions participating in the project of the Subcommittee. The latter will bear the cost of mimeographing and distributing this report.

2. A second alternative to the coordinator's visit is the Intervisitation Project. A small number of colleges in the same region may join in an arrangement whereby each takes a turn serving as host to a delegation of visitors from each of the others. Careful plans must be made by the host college so that the visit will have maximum values for the staff members from other institutions, who may spend part of their time in making observations, but who also will engage in intimate discussions with one another and with their hosts.

Each of the participating colleges taking part in such an intervisitation plan will be reimbursed for expenses actually incurred, up to the amount of $90.00. The Sub-committee will also bear the cost of mimeographing and distributing to the colleges participating in its project any report prepared on the results of the intervisitations.

3. A third alternative to the coordinator's visit is the Cooperative Research Study. Two or more participating institutions may join in research on a common problem with, again, reimbursement made for expenses actually incurred up to the amount of $90.00 to each college involved. In addition, these colleges may request the services of some expert in the area of their research project who lives within reasonable traveling dis-

tance. When the choice of this expert, who will be known as a specialist-coordinator, has been approved by the Subcommittee, they will defray the cost of his honorarium and travel expenses for one visit during the year to a joint meeting with representatives from the colleges cooperating in the study. Finally, these colleges will be expected to prepare a report over their undertaking, when they have concluded it, with the Subcommittee defraying the cost of reproducing it and distributing it to all colleges participating in their project.

4. The fourth and last alternative to the visit by a regular coordinator consists of a visit by a Specialist-Coordinator, and involves only a single institution. A college participating in the Subcommittee's project may be working intensively on some problem on which it desires consultation with an expert. It may then request the Subcommittee for permission to have a visit by a qualified person. Upon arrival of the proposal, arrangements may be made for a visit during the year by such a specialist-coordinator with reimbursement for the honorarium and travel being made by the Subcommitte for expenses actually incurred up to the amount of $90.00.

In both of the last two alternatives, the specialist-coordinator will be expected to submit a brief report to the Subcommittee in order that they may be kept informed on what is being done in connection with the project in the college or colleges with which he has been working.

Publications

Publications of reports on significant developments of the workshop program are desirable when funds are available. One rather full report published in 1956, Improving Teacher Education Through Inter-College Cooperation, by Hill and others, attempts to give a helpful analysis of the cooperative project through its first eight years of service. Special emphasis is given to the various activities with specific illustrations which have been directed on the different college campuses toward the improvement of teacher education.

The reports of the summer workshop are regular publications of the Teacher Education Project, a report of the conference is also published and is distributed to member institutions. Titles of the most recent publications are:

1970-71 "Human Relations in Teacher Education"

1971-72 "Innovations in Human Relations in Teacher Education"

1972-73 "Performance-Based Teacher Education"

1973-74 "PBTE: Selective Retention"

The Sub-Committee on Institutions for Teacher Education sponsors numerous small research endeavors. Such activities are reported to all member institutions. While not limited to single purpose investigations, the nature of most reports is quite specific.

PARTICIPATING INSTITUTIONS

Eligibility for Membership

An accredited institution of higher education in the North Central Association area is eligible to participate in this project if it emphasizes teacher education or is a member of the American Association of Colleges for Teacher Education

All eligible institutions are kept informed of the work of the project through the monthly "house organ" of the project, and annually have had an invitation to become participating institutions. To participate, each institution pays an annual fee of $300 00 and bears the cost of sending a representative or representatives to the annual workshop.

Below is listed essential information regarding each of the 17 schools which elected to participate in the project. In addition to the name of the institution are included the names of the presidents and the 1973 workshop representative.

Institution	President	Workshopper
Andrews University	Richard Hammill	Cecil L. Gemmell
Arkansas State University	Carl R. Reng	Sue Davidson
University of Arkansas at Little Rock	G Robert Ross	Vivian T. Hegwood
University of Arkansas at Pine Bluff	Lawrence A. Davis	Katie J. Pierre
Ball State University	John J. Pruis	Jake H. Reams
Chadron State College	Larry A Tangeman	C. Marjorie Holtom
Dickinson State College	R. C. Gillund	Travis Haakedahl
Harris Teachers College	Richard Stumpe	Irene Wright
Fort Hays Kansas State College	John W. Gustad	K. Richard Baker Louis Fillinger
Minot State College	Gordon B Olson	Veronica Grimes
Missouri Southern College	Leon C. Billingsly	Ross C. Snyder
National College of Education	Calvin E Gross	Roberta Anderson
Oklahoma Panhandle State College	Thomas L. Palmer	Royal H. Bowers
The School of the Ozarks	M Graham Clark	O Ray Gibson
St. Cloud State College	Charles J. Graham	Lawrence B Smelser
West Virginia State College	William J. L. Wallace	Ruth F. Winowich James D Thomas
University of Wisconsin - Platteville	Bjarne R Ullsvik	Dale Vertein

CHAPTER II

THE 26th ANNUAL WORKSHOP
Summer, 1973

Purposes of the Workshop

The summer workshop is one of the basic activities of the cooperative project and is designed to serve the institutions and their individual representatives. It is described beginning on page two of this report.

Sponsorship

The 1973 Workshop has been made possible by the generous help of Ball State University. It is a joint project of the Department of Secondary, Adult, and Higher Education and the total University. While each participating institution and its representatives bear the living expenses as well as the travel expense and fees of the participant, these contributions do not meet all of the costs of the workshop. Ball State University makes up the difference as a contribution to the improvement of teacher education.

The Sub-Committee on Institutions for Teacher Education contributes funds for a permanent library of useful books. It makes available its extensive files of resource materials for the workshop and ties it in with continuing activities of the year.

Each participating institution chooses one or more representatives and defrays most of the expenses of this person or persons to the workshop. These representatives return to their campuses to continue or to assume positions of leadership in the college activities in relation to the project.

Workshop Personnel, 1973

Participants

Roberta Anderson, Graduate Faculty in Supervision and Curriculum, National College of Education, Evanston, Illinois

Richard Baker, Associate Professor, Kansas State College, Fort Hays, Kansas

Juma Gul Bandawal, Vice President of Teacher Education Department, Ministry of Education, Afghanistan, Doctoral Fellow at Ball State University, Muncie, Indiana

Royal Bowers, Dean of Instruction and Professor of Psychology, Panhandle State College, Goodwell, Oklahoma

Sue Davidson, Professor of Elementary Education, Arkansas State University, State University, Arkansas

Louis Fillinger, Associate Professor of Elementary Education, Fort Hays Kansas State College, Hays, Kansas

Cecil Gemmell, Professor of Education, Andrews University, Berrien Springs, Michigan

O. Ray Gibson, Associate Professor of Education, School of the Ozarks, Point Lookout, Missouri

Veronica Grimes, Assistant Professor of Elementary Education, Teacher in the Experimental School, Minot State College, Minot, North Dakota

Travis Haakedahl, Assistant Professor of Elementary Education, Dickinson State College, Dickinson, North Dakota

Vivian Hegwood, Supervisor of Secondary Students and Assistant Professor of English, University of Arkansas at Little Rock, Little Rock, Arkansas

Marjorie Holtom, Associate Dean of Students, Chadron State College, Chadron, Nebraska

Katie J. Pierre, Associate Professor of Education, University of Arkansas at Pine Bluff, Pine Bluff, Arkansas

Jake W. Reams, Professor of Industrial Education and Technology, Ball State University, Muncie, Indiana

Denny Schroer, Doctoral Fellow, Ball State University, Muncie, Indiana

Lawrence Smelser, Associate Professor - Library and Audiovisual Education and Learning Resources, St. Cloud State College, St. Cloud, Minnesota

Ross C. Snyder, Director of Instructional Media and Associate Professor of Education, Missouri Southern State College, Joplin, Missouri

James D. Thomas, Chairman, Department of Education, West Virginia State College, Institute, West Virginia

L. Dale Vertein, Professor of Education, University of Wisconsin at Platteville, Platteville, Wisconsin

Ruth Winowich, Assistant Professor of English, West Virginia State College, Institute, West Virginia

Irene Wright, Dean of Instruction, Harris Teachers College, St. Louis, Missouri

Workshop Staff

Donald W. Jones	NCA Committee Chairman
John P. Strouse	Workshop Co-Director
James McClure	Workshop Co-Director
F. Ray Saxman	Workshop Co-Director
Donald O. Lyon	Workshop Co-Director
Juma Gul Bandawal	Doctoral Fellow
Juanita Wells	Secretary
Jean Redburn	Secretary

Visiting Lecturers and Consultants

John J. Pruis, President, Ball State University, "Welcoming the NCA Workshop" to Ball State University.

Richard Burkhardt, Vice President for Academic Affairs, Ball State University and President of the North Central Association of Colleges and Secondary Schools, "The North Central Association Today."

Richard Hersch, Professor of Education, University of Toledo, "Performance Based Teacher Education - A Model Program."

Harrison Gardner, Professor of Education, Purdue, University, "Performance, Identification, and Measurement in Field Experiences."

Carson Bennett, Professor of Psychology, Ball State University, and

Frank Sparzo, Associate Professor of Psychology, Ball State University, a panel discussion on "Humanistic and Measurement Dimension of Performance Based Teacher Education."

Leslie J. Mauth, Associate Dean, Teachers College, Ball State University, "Reflections on Teacher Education."

John R. Emens, President (retired) Ball State University, "Faculty Role in University Administration via Policy Formulation."

John Dunworth, Dean, Teachers College, Ball State University, "Teacher Education - International."

In addition to the aforementioned individuals who made special presentations to the entire workshop, many resource people located in a variety of departments and administrative posts at Ball State University assisted and consulted with individuals regarding their individual projects and group efforts. In addition, interviews were scheduled for the participants with Ball State faculty members whose campus responsibilities were like their own.

Special Presentations

Dr. Richard Hersch of the University ot Toledo explained the process whereby the Performance Based Teacher Education program was instituted at the University of Toledo. The PBTE model they have developed incorporates behavioral specifications, pre- and in-service training, individualized

instruction, and criterion referenced evaluation. He explained that five specific areas of teacher competency - instructional organization, societal factors, learning-teaching process, educational technology and research were identified and included in the teacher education program. Dr. Hersch suggests that the processes involved in the development of a PBTE program are likely to have as much of a positive effect upon the improvement of teacher education in any given institution as the product.

Dr. Harrison Gardner of Purdue University presented an objective procedure for identifying behaviors which gave evidence of the degree of attainment of specified competencies. He described an instrument being developed at Purdue University to assist in supervision and evaluation of student teaching activities. Seventeen areas of competency were identified and behavioral statements which describe five levels of competence ranging from inexpert to professionally expert are checked by the observers.

Dr. Leslie Mauth, Associate Dean of Teachers College at Ball State University, presented his "Reflections on Teacher Education" - a repeat performance from last year's workshop by popular demand. His thoughtful and provocative analysis of past practices, present difficulties, and sincere projections of hoped for future developments stimulated a lively and analytic discussion.

Dr. John R. Emens, past President of Ball State University, presented an interesting way of viewing a university from many different perspectives. He particularly focused upon the role of faculty members in university administration via the various means of policy formulation.

Workshop Organization

General Sessions

As shown in the Workshop Calendar, there were several general sessions each week. Usually each workshop day opened with a brief assembly for the purpose of making announcements and reports of concern to the entire group. Informal group gatherings occurred at coffee breaks in the mid-morning and at meals. One of the general sessions during the final week was devoted to reports from the various working groups. These reports provided each working seminar a means of integrating and evaluating its work, gave each participant an account of the achievements and problems of other work groups, and provided a body of research and opinion in various aspects of teacher education to be added to the similar contributions of past workshops.

Seminar Participation

Theme Groups After the introductory orientation sessions which emphasized elements of the theme, the participants devoted time to planning for seminar study, and groups focused on the announced theme of the workshop: "Selection and Retention of Teachers Through Performance-Based Criteria." After discussion, the participants decided to concentrate their efforts in the areas listed below. All workshoppers then chose one of these topics, and the total group of workshoppers were thus divided into three committees to study and report on these aspects of the general theme. Each participant is named in the section which that person helped to produce:

Group I: Selection and Retention of Teachers Through the Use of Performance-Based Criteria in Teacher Education: Definitions, Philosophy, Goals

Jake H. Reams
Juma Bandawal
Vivian Hegwood
Ross C. Snyder

Group II: Pre-Service Implications of Performance-Based Teacher Education

Dick Baker
Royal Bowers
Sue Davidson
Louis Fillinger
Cecil Gemmel
O. Ray Gibson
Travis Haakedahl
Marjorie Holton
Katie Pierre
James Thomas
Dale Vertein
Ruth Winowich

Group III: In-Service Relevant Growth for Teachers Throughout Their Careers

Irene M. Wright
Roberta Anderson
Dennis Schroer
Lawrence Smelser
Veronica Grimes

Individual Projects. Approximately one-half of each person's time was spent on the assignment or matter of concern brought to the workshop from his own campus. These problems were explained to the group and in many cases participants found topics of common concern with others.

The list of individual problems studied during the 1973 workshop follows below:

Roberta Anderson, "An Abstraction"

K. Richard Baker, "Accountable for What"

Juma Bandawal, "The Effect of Class Size on Teaching Performance"

Royal Bowers, "What Do Drop-outs Tell Us?"

Sue Davidson, "Approaches and Components of Teacher Education Programs"

Louis Fillinger, "Competency Based Instruction and the Affective Domain"

Cecil Gemmel, "A Proposed Pre-professional Field Experience"

O. Ray Gibson, "Is PBTE for Everyone?"

Veronica Grimes, "A Plea for 'Personalization' Rather than 'Individualization' in the Philosophy of Modern Education"

Travis Haakedahl, "The Initial Field Experience"

Vivian Hegwood, "An Adaptation of a Questioning Module"

C. Marjorie Holtom, "Between the Dark and the Daylight: A Look at Personnel Services in Teacher Education"

Katie J. Pierre, "An Interdisciplinary Module: Teaching Science Through the Language Arts Mode"

Jake W. Reams, "Curriculum Process Module"

Dennis Schroer, "An Elementary Principal Internship"

Lawrence Smelser, "Instituting a PBTE Program in Teacher Education: How Can it be Done?"

Ross C. Snyder, "The Role of the Learning Resource Center Faculty and Staff in PBTE: A Search of the Literature"

James Thomas, "Selected Rights of Students in Teacher Education Programs" and "Opinions Regarding Selected Potential Changes in Post Secondary Education and Their Degree of Impact on Teacher Education"

L. Dale Vertein, "The Evaluation of the Behavioral Outcomes Approach"

Ruth Winowich, "Can PBTE Produce Successful Teachers?"

Irene Wright, "Comprehensive Plan for Individualized Self-Renewal: A Staff Development Design for Urban Education"

Staff members were available and met with individuals or groups which were studying the above topics. All participants registered for six quarter hours of University credit and were required to submit written reports.

Procedural Committees

Three committees were organized to handle routine work necessary to an effective workshop.

1. The Resource Committee was in charge of setting up procedures for the utilization and accounting for the books and materials in the workshop library and the resource files. This committee also explored and reported to the group the procedures for using the University libraries. The scheduling of special reports by fellow workshoppers was completed by the Resource Committee.

James Thomas, Chairman	Louis Fillinger
L. Dale Vertein	Irene Wright
Dennis Schroer	Katie J. Pierre
Juma G. Bandawal	

2. The Production Committee was asked to accept major responsibility for providing guidance to the total workshop in the planning and preparation of written reports. Some editorial services were arranged, and a common access to secretarial assistance was maintained.

Cecil Gemmel, Chairman	Ruth Winowich
Vivian Hegwood	Lawrence Smelser
Roberta Anderson	Veronica Grimes
Sue Davidson	

3. The Social Committee was active throughout the entire three week period. A wide variety of activities were arranged, some of which were designed for all, while others met the wishes of small groups.

Majorie Holton, Chairman	Ray Gibson
Royal Bowers	Jake Reams
Ross Snyder	Richard Baker
Travis Haakedahl	

Sample Workshop Schedule

Sunday	2:30-5:30	Workshoppers Arrive
	6:00	Dutch - Get Acquainted Dinner
Monday	9:00-11:45	Welcome, Introductions, Workshop Organization
	1:00	Greetings by Leslie Mauth, Associate Dean of Teachers College
	2:00	Committee Organization
	2:30	Job-Alike Campus Interview with Ball State Faculty
Tuesday	9:00	Dr. Richard Hersch, University of Toledo "PBTE-Model Program"
	10:30	Break
	11:00	Dr. Richard Hersch
	12:00	Lunch
	1:00	Dr. Richard Hersch
	2:30	Break
	3:00	Procedural Committee Meetings
Wednesday	9:00	Group Problem Identification
	10:30	Break
	11:00	Organizational Task Group Meetings
	12:00	Lunch
	1:00	Panel-Humanistic and Measurement Dimension of PBTE, Members: Dr. Carson Bennett and Dr. Frank Sparzo, Educational Psychology, Ball State University
	2:30	Problem Refinement

Thursday	9:00	Task Organization
	10:00	Report on Individual Project Undertakings
	1:00	Remarks by President John Pruis, Ball State University
	2:30	Break Work Time
	8:00	Social Evening-Home of John Strouse
Friday	9:00	NCA committee and coordinator reports
	10:00	Vice President Richard Burkhardt, "NCA Today".
	1:00	Worktime
Saturday		Free for Recreation and Study

Other Workshop Activities

The entire group was welcomed the first evening with an informal punch-coffee on Monday in the faculty lounge of the Teachers College Building. Members had the opportunity to relax and to become acquainted with one another. The informal atmosphere that became associated with this initial evening continued for the remainder of the workshop. Many other pleasant evenings followed at picnics, movies, or dorm parties.

The recreational activities were varied. Many of the members chose to go bowling, swimming, bicycling, or to play tennis. Others preferred to relax in the dorms playing bridge, canasta, pingpong, or shuffleboard.

Highlights for the whole group included a social evening at the home of Dr. John Strouse, and a culminating dinner at the end of the workshop. Another exciting feature was a trip to "Glass Days" at a nearby town which is the home base of two large glass manufacturing firms.

I. SELECTION AND RETENTION OF TEACHERS THROUGH THE USE OF PERFORMANCE-BASED CRITERIA IN TEACHER EDUCATION: DEFINITIONS, RATIONALE, GOALS

by

Jake W. Reams, Chairman, Ball State University
Juma Bandawal, Ball State University
Vivian Hegwood, University of Arkansas at Little Rock
Ross C. Snyder, Missouri Southern State College

INTRODUCTION

The theme of the 1973 NCA Workshop is Selection and Retention of Teachers through the Use of Performance-Based Criteria in Teacher Education. This is a timely topic of concern to the NCA, the AACTE, and the NCATE and an appropriate follow-up of last year's study of "Performance-Based Teacher Education."

Many state legislatures are now considering laws related to performance based teacher education (PBTE). The complexity of issues involved in such policy decisions has prompted the twenty-sixth annual workshop of NCA and Ball State University to examine the problems inherent in the selection and retention of teachers through the use of performance based criteria in teacher education -- a many faceted process. Many educators are responding with enthusiasm to the ideas inherent in performance-based teacher education. The PBTE strategy is gaining wide spread support because it is based on an obvious and seemingly simple premise -- teachers should be competent -- and it relates directly to a broad thrust for accountability which touches all aspects of government. But the issues surrounding PBTE are not simple.

PBTE is an emerging concept. There is no one form of PBTE; however, certain basic problems must be addressed whenever and wherever adopting PBTE as an educational process is considered. Some of these problems are administration oriented, some are instruction oriented, some are faculty oriented, some are field oriented, and some are student oriented.

This report identifies the areas of concern in regard to selection and retention and future certification of teachers. It makes recommendations in regard to retention of prospective teachers and future certification. It explores alternative solutions through performance-based criteria in inservice education to meet the needs created by the changing role of the teacher and to lessen the attrition rate of master teachers.

DEFINITION

In searching for an acceptable statement of what performance-based teacher education is, Allen Schmieder of the U. S. Office of Education has offered this definition:

> A system of teacher education which has as its specific purpose the development of specifically described knowledge, skills, and behaviors that will enable a teacher to meet performance criteria for classroom teaching. Presumably, each competency attained by the pre-service teacher related to student learning can be assessed by the following criteria of competencies:
>
> 1. Knowledge criteria that assess the cognitive understandings of the teacher education student.
>
> 2. Performance criteria that assess specific teaching behaviors.
>
> 3. Product criteria that assess the teacher's ability to examine and assess the achievement of his or her pupils.

Stanley Elam further amplifies Schmeider's definition in What is the State of the Art:

> In performance-based programs, performance goals are specified and agreed to in rigorous detail in advance of instruction. The student preparing to become a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable not for passing grades but for attaining a given level of competence in performing the essential tasks of teaching; the training institution is itself held accountable for producing able teachers. The emphasis is on demonstrated product or output. (1971, p. 1).

It seems obvious to many that any group attempt to pursue a concept like PBTE with efficiency requires that those sharing viewpoints are concerned with the same thing. In short, there must be consensus as to what performance-based teacher education is operationally before individuals can communicate effectively regarding the issue. This notion is supported by the following:

> It is obvious from the outset that any scholarly research (or even a simple analysis) of a program is unthinkable without a prior and precise definition of the key terms or concepts in that program. In an area as complex as PBTE, the terrain literally bristles with definitions and definitions or terms used in the original definitions. And when many of these definitions depend fundamentally on one's personal philosophy, not to mention biases, or

> where there is no consensus among scholars as to the precise meaning of the concepts underlying the terms used in the definitions, the mind boggles before a most bewildering task! (25th NCA Teacher Education Workshop Report, p. 19).

RATIONALE

Why PBTE? What is the basis for it? There appears to be developing something resembling a consensus as to what the nature of PBTE might be. Elam (1971, p. 8) provides a conceptual model of PBTE involving three categories: essential elements, implied characteristics, and related, desirable characteristics.

There are five essential elements: 1) teaching competencies to be demonstrated are role-derived, specified in behavioral terms, and made public; 2) assessment criteria are competency-based, specify mastery levels, and made public; 3) assessment requires performance as pr[illegible]vidence; 4) studen[illegible]'s progress rate depends on demonstrated competenc[illegible]; and 5) the instructional program is intended to facilitate the development and evaluation of the student's achievement of competencies specified.

The six implied characteristics include: 1) individualization, 2) feedback, 3) systems approach, 4) exit requirement emphasis, 5) modularization, and 6) student and program accountability.

The seven identified related, desirable characteristics include: 1) field setting, 2) broad based for decision making (multi-institutional), 3) educational technology emphasis, 4) student participation in decision making, 5) research oriented and regenerative, 6) career-continuous, and 7) role integration.

A recent PBTE regional conference final report sponsored by the American Association of Colleges for Teacher Education and reported under a memorandum from Massanari (July 73, p. 1) lists under the topic "Rationale" teacher educator concerns and societal conditions which have resulted in the PBTE concept. The six identified teacher educator concerns included: 1) more specificity about the teacher role, 2) the identification of objectives in relation to the requirements of particular professional roles, 3) the planning of learning experiences in relation to the objectives, 4) the increased attention to individualization of instruction, 5) increased involvement of schools in the training program, and 6) assessment of the outcome, the product.

The six societal conditions identified include: 1) inequality gaps in educational opportunities for minority groups, 2) the demand for accountability, 3) the entrance of business and industry in the field, 4) the availability of new resources from technology, 5) the potential of the systems approach, and 6) youth's press for greater relevance of education and for a voice in decision making.

A third source (Burks, 72, p. 1) identified the philosophical framework within which an individualized performance based teacher education

program was developed. The teacher preparation program should: 1) develop in teacher candidates the competencies characteristic of successful teaching, 2) be held accountable for the success of its practices, 3) be academically respectable and appeal to the scholarly, 4) demonstrate a variety of effective teaching models, 5) allow for a variety of student and faculty needs, 6) be based on skills of effective human interaction, 7) place responsibility on the student for his progress, 8) be readily adaptable for change, 9) demonstrate theory in practice, 10) make extensive use of field experience, 11) utilize technological aids, and 12) be a shared responsibility of the total educational system.

On the basis of an analysis of the three resources recorded above, several common elements seem to suggest the rationale for PBTE. It is felt that PBTE has the potential for:

1. Improving program and teacher accountability
2. Individualization with efficiency
3. Applying systems analysis to the instructional process
4. Increased student input to the decision making process
5. Increased student responsibility for his progress
6. Using performance as the criterion for success
7. More specific determination of the teacher role
8. Extensive utilization of field experience
9. Clearer objectives stated in behavioral terms and made public in advance
10. Increased technology emphasis and
11. the demonstration of theory in practice

In the early stages of the PBTE movement, the following assumptions were formulated to provide a rationale for the selection and retention of teachers in a PBTE oriented program: (Giles, 1972, p. 26).

1. That new models will be expected to include provisions that will demonstrate characteristics of a professional program of study. These include an admissions program based on well-defined criteria, a predetermined enrollment geared to available human and physical resources, a specified block of time to which the student commits himself on a full-time basis, a multiple-track system to accommodate persons with diverse backgrounds and to provide for differentiated roles and conditions, a performance based, field oriented approach that provides for the integration of theory and practice, and a close working relationship between campus and field in the design, conduct and evaluation of the program.

2. That all the principal agents or agencies participating in a teacher education pattern should have open access to decision-making opportunities.

3. That the basic factors holding back changes in teacher education include the lack of operational models for developing and carrying out change, therefore as new models develop, it is imperative that teacher education does not become transformed from one system to another.

4. That changes can best be carried out through a developmental process rather than through testing of research models or through a total conversion model.

5. That all efforts be directed toward developing alternative routes which students may select on a basis of past experience and/or future goals.

6. That all efforts must represent attempts to deal with production of masses of teachers without becoming mass production.

GOALS AND OBJECTIVES

The 1973 NCA Workshop during a brain-storming session developed the following goals and objectives:

Group II: Pre-service Experiences

Goals:

1. Identify the areas of concern in regard to selection and retention of prospective teachers and competencies for future certification.

2. Make recommendations in regard to goal #1, above.

Objectives:

Accountability in regards to:

1. State certification requirements
2. Minimum entrance requirements (for entrance into teacher education)
3. Pre-student teaching experiences (elementary and secondary)
4. Affective domain or area in relationship to PBTE
5. Measuring (validating criteria for PBTE)
6. Bridging the gap - by redefining roles of personnel involved

Group III: In-service Experiences: Relevant Growth for Teachers Throughout Their Careers

Goal: To explore alternative solutions through performance-based criteria in in-service education to meet the needs created by the changing roles of the teacher and lessen the attrition rate of master teachers.

Objectives:

The In-service Committee has examined relevant information concerning in-service performance-based education, in order to:

1. identify some essential PBTE characteristics
2. determine its promising practices in preparing the teacher for a new role in the classroom
3. enunciate present concerns that exist about selection and retention of the "good" teacher
4. clarify some solutions that have been proposed that will answer some concerns.

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II. PRE-SERVICE IMPLICATIONS OF PERFORMANCE-BASED TEACHER EDUCATION

by

Dick Baker, Fort Hays Kansas State College
Royal Bowers, Oklahoma Panhandle State College
Sue Davidson, Arkansas State University
Louis Fillinger, Fort Hays Kansas State College
Cecil Gemmell, Andrews University
O. Ray Gibson, The School of the Ozarks
Travis Haakedahl, Dickinson State College
C. Marjorie Holtom, Chadron State College
Katie Pierre, University of Arkansas-Pine Bluff
James Thomas, West Virginia State College
Dale Vertein, University of Wisconsin-Platteville
Ruth Winowich, West Virginia State College

These twelve members of the 1973 North Central Workshop were primarily concerned with the pre-service aspects of Performance-Based Teacher Education. The group assembled in brainstorming sessions to explore the various problem areas and progressed to a culminating session in which each individual identified the specific pre-service aspect in which he was most interested. Some chose an area because they were professionally involved in that aspect, while others felt a need to learn more about what was being done in a pre-service area of PBTE outside their own normal interests. By the end of the meeting, it seemed apparent to the group that the most significant aspects of PBTE pre-service programs had been identified, and at least one member was committed to explore each of those aspects.

Research was then begun on each of the six selected aspects of pre-service PBTE by the individual member or members who had declared an interest in that area. Some areas were researched by one individual who then submitted a written report on the results of his study; several areas were researched by two or more members who combined their efforts in various ways before submitting a written report.

The following reports attempt to be comprehensive in scope and logical in sequence when taken together. However, each article reflects the individuality and expertise of its author or authors. The single bibliography at the end of this section contains the works cited in each of the individual sections.

MINIMAL ENTRANCE REQUIREMENTS FOR THE PERFORMANCE-BASED TEACHER EDUCATION PROGRAM

by

Ruth Winowich, West Virginia State College
and
O. Ray Gibson, School of the Ozarks

Rationale

The attempt to provide equal educational opportunities for all and the increasing prevalent policy of open admissions to institutions of higher learning necessitate public, adequate, and viable entrance requirements into the Performance-Based Teacher Education Program, if those candidates most likely to achieve the exit requirements of the program are to be selected. The objectivity and accountability implied by a Performance-Based Teacher Education Program emphasize this need out of simple fairness to the student; additionally, the institution can economize on its financial resources and the faculty can concentrate its time and effort on producing competent teachers. A good educational program is geared to student success and any step which can be taken to facilitate that success will strengthen the program. Inadequately prepared students are handicapped in their attempts to progress in the teacher education program, with resultant frustration for both students and professors. Therefore, if a student is to happily and successfully pursue any program of study, he needs and deserves to know exactly what is expected of him in that program. Thus, the need for minimal entrance requirements for the Performance-Based Teacher Education Program.

Problems

Lack of concrete evidence gathered by competent researchers prohibits any claim that the Performance-Based approach solves the problems of either teacher education or selection procedures. In fact, Carrieri (1973, p.12) reminds us that "Professional educators have always had difficulty in determining precisely what teachers need to know and do in order to be effective with children in classrooms. Changing to a competency-based program does not lessen this perennial problem; instead it is painfully aggravated. The faculty forces itself into a position of having to be more keenly and objectively aware of what it is requiring students to do and learn every step of the way." And as teacher education faculties attempt to identify the competencies of a master teacher, they most at the same time attempt to determine the prerequisites or at least the characteristics, attitudes, and skills which a student needs before he can hope to develop those competencies.

Current research includes Brubaker's survey of ninety-eight North-Central Association colleges and universities which are accredited by the National Council for the Accreditation of Teacher Education. (Brubaker, 1973). All of the private and ninety-four percent of the public institutions surveyed

or ninety-six institutions of the ninety-eight have selection policies for entrance into teacher education in addition to entrance requirements of the institution. (Brubaker, p. 162). Selective admission criteria, ranked in the order of their use in the institutions are: scholastic aptitude, English proficiency, personality, interest in teaching, teaching attitude, and teaching aptitude (Brubaker, pp. 164-6). Factors considered most effective in selective admission policies in Brubaker's study in rank order are: G.P.A., faculty and department ratings, interview and individual conference, assessment of attitude toward children and teaching, English proficiency examinations, psychological and personality evaluations, health examinations, and speech and learning examinations (Brubaker, pp. 183-7). Sixty percent of the institutions surveyed employ an introductory course in education as a means of selection (Brubaker, p. 189).

Recommendations

The urgent need for some specific guidelines based on experience and what evidence is available, while research and evaluation continue, encourage the writers to offer these recommendations which can be adapted to the needs and policies of individual institutions:

1. Students interested in teaching as a career should be required to complete an introductory course in education that will acquaint them with the realities of the teaching profession, the competencies required for successful completion of the teacher preparation program, and help them to begin the process of personal evaluation and self-selection. This course should be taken during the freshman year, be team-taught by the education faculty, and include competencies and/or understanding in the following areas:

   a. All requirements of the teacher education program and recommended sequences

   b. Realistic classroom teacher roles and duties

   c. Performance objectives

   d. Audio-Visual skills

   e. Basic methods of instructions

   f. Structure of educational institutions

   g. Observation experience and skills

   h. Field experience in several actual school situations

   i. Evaluation procedures of the teacher education program

   j. Inter-personal relations and group dynamics

2. Those students who demonstrate deficiencies should be so informed and guided to the appropriate developmental center, preferably early enough to complete the course. For those students who have

more serious deficiencies, counseling by the education faculty team should encourage them to withdraw until such deficiencies are eliminated or to self-screen out, or to delay application to the teacher preparation program.

3. Passing the introductory education course should not be considered adequate for admission to the teacher preparation program. Upon successful completion of the course the student should arrange an individual evaluation interview with the faculty team; this should occur no later than the end of the sophomore year and preferably during the freshman year. The interview would be the last step before admittance into the teacher preparation program. Those students who are not accepted should be informed of their specific deficiencies, what competencies they lack, and how they can best prepare themselves to enter the program.

Individual institutions will need to establish the specific level at which a student is considered satisfactorily competent, and items in the affective domain will have to be delineated more objectively, but for the present, students accepted into the teacher preparation program should have a satisfactory competency rating in each of the following areas:

a. Cumulative G.P.A.

b. Minimum grade in each course in education, the major, and/or field of concentration.

c. The introductory education course.

d. English proficiency test.

e. Current health examination.

f. Citizenship.

g. Evaluation by at least two faculty members outside the education department concerning the student's moral character, emotional stability, dependability, and cooperative attitude toward both peers and faculty.

Before a student can realistically begin to prepare to become a teacher, he needs knowledge about the experience in the profession. Some students already have this; many others do not know what is actually involved in being or becoming a teacher. For the latter category of students, consistent and intensive counseling and guidance could be the fundamental component of the teacher preparation program. The basic competencies necessary for success in the teacher preparation program must be identified before any student is accepted into the program.

PERFORMANCE-BASED INSTRUCTION AND THE AFFECTIVE DOMAIN

by

Louis Fillinger, Fort Hays State College

The purpose of this paper is to suggest possible benefits resulting from emphasizing the affective domain in the preparation of teachers. It will also deal with how we may encourage affectivity in teacher preparation programs. Finally, it will examine the appropriateness of giving strong emphasis to the affective domain in a Performance-Based Teacher Education Program.

The Affective Domain and PBTE

In an article titled "What out Competency-Based Teacher Education and Certification," Dr. Roy A. Edelfelt (1972, p. 10) notes the following purposes for a competency based program designed to certify teachers:

1. It causes us to focus in terms of education goals
2. It necessitates defining more precisely what is meant by a competent teacher
3. Getting at competence means describing and understanding more clearly what the teaching act is
4. Making such a change requires a review of who should be appropriately involved
5. Finding new ways to certify means reviewing the whole teacher education process
6. Such an approach requires exploring again the essential mix of general education, specialization and pedagogy
7. Assuming responsibility for competency training requires making claim to more adequate attention to teacher education relative to staff, funds, and moral commitment
8. Such a change means a review of the general welfare of the profession
9. Competency-based certification means fixing roles and responsibilities

The fact is that the formulations noted above all depend on and result from affective considerations. P.B.T.E., though it may result in the development of masses of materials that are cognitive in nature, is a product and a facilitator of the Affective Domain since it makes us receptive to new ideas and it causes us to respond on the basis of our values. This is beneficial to teacher preparation programs and can result in continual renewal and professional development.

It is likely that similar advantages can accrue to the public schools

their faculties. Assuming that local conditions and a constantly changing society will always provide stimuli for such activities, Performance-based Teaching seems a very useful movement on that level.

Most of the instructional material and the statements of competencies that are listed and demonstratable as a result of Performance-based Programs are cognitive in nature even though they are derived from affective considerations. This poses no problem to the teacher or to the teacher educator since the content is continually being altered and refined in accordance with new insights. However, it may be quite another matter for the pupil who is constantly exposed to largely predetermined content and standards. His world appears closed to affective considerations; he must conform to the predetermined. From the standpoint of the piece of knowledge this may be productive but in terms of the broader objectives of the well being of our society, in the light of which all knowledge must be considered, too narrow a definition may be questionable or even counter-effective since the most important role of democracy is to safeguard the individual in affective terms. We must, if we are to maintain our democracy, be concerned with a persons receiving, responding and valuing, and educators must be concerned that society can function well in the realm of the affective. CAN WE ATTEND TO BOTH DOMAINS?

One possible approach to this difficulty is to dichotomize and say school is concerned with cognitive considerations and hold that the considerations can then be assigned to other realms eg. church, home, peer relations, etc. The problem is that not all pupils attend church, have healthy family and peer relations, etc. but all normal children in our society do have a relatively structured and long term exposure to the schools. This being true it would seem logical to ask the schools to deal effectively with both the Cognitive and Affective Domains.

How Can We Deal with the Affective Domain?

The schools at all levels can teach affective considerations if teaching is conceived of a changed behavior rather than as the conveyance of knowledge. All teachers can encourage affectivity by their teaching behaviors, (Tri-University Project, 1966) these include:

1. The use of questioning
2. The use of discussion
3. The use of a wide variety of resources
4. The use of teacher-pupil planning
5. The nature of the behavior that is reinforced

Each of the items noted above suggests an area of emphasis in teaching and in teacher preparation. Such items would also serve appropriate factors in screening and selection of teachers for certification.

In Summary

Performance-based teacher education offers the potention of continual renewal in our definition and management of teacher education programs. It

must be conceived of as something which is always open to change. Finally, regardless of the tools we use in teaching ie., text, prepared packets, etc., we must be concerned with human interaction. The quality of interaction dealing with the Affective Domain can be encouraged by emphasising teacher behavior particularly in the areas of questioning, discussion, the use of resources, teacher-pupil planning, cueing, and reinforcement.

ELEMENTARY PRE-STUDENT TEACHING FIELD EXPERIENCES

by

Travis Haakedahl
Dickinson State College

More and more, teacher training institutions are moving in the direction of early pre-student teaching field experiences for their prospective elementary teachers. These types of experiences include classroom participation aide work, micro-teaching, individual tutoring, child study, diagnostic work and a variety of pupil contact activities. Some of these experiences come about as a partial fulfillment of psychology, professional education and methods courses.

Many local school districts and teacher training institutions are sharing a joint responsibility for this pre-service preparation of students in teacher education. The roles and obligations of both institutions are ever increasing and expanding to take care of the needs of the future professional.

Programs such as this should be set up only after considerable study and preparation. All too often, they are started hastily and without the necessary built-in behavioral objectives and performance accountability criteria. Also, care must be taken that the so-called field experience is not treated as a panacea and cure all for our teacher education ills.

> Whatever the scope, quality, duration, and structure of such experiences, some persons have equated improved teacher education with more of these and less of whatever else was being done. But unplanned laboratory experiences can turn out to be little more than "rubber-necking" or wasteful repetition of a narrow band of teaching behavior and student response sandwiched between large slices of coming and going. (Denemark, 1972, p. 141).

Therefore, performance criteria need to be identified at each of the field experience levels in order to make the institution accountable for its final product. It simply cannot be left to chance.

The areas of classroom participation experiences and micro-teaching will be taken up separately at this time.

Classroom Participation Experiences

Many educators believe that there is a definite need for early classroom participation on the part of students enrolled in teacher education. The main purposes for such an experience are as follows:

1. To observe master teachers in their professional teaching performance roles.

2. To actively explore and participate in the teaching-learning process

   a) gaining competence in working with the individual child
   b) gaining competence in guiding the learning on a group basis, including planning, execution and evaluation

3. To begin looking at one's self in the role of a teacher

   a) re-examination and/or modification in the choice of vocation (self-screening)
   b) developing the necessary personality traits and professional attitudes for teaching

4. To receive counseling from master teachers and supervisors as to teaching potential

   a) screening or retention of the student

Before setting up a classroom participation experience program, a careful assessment must be made as to the ultimate value of the total experience. As Carrieri states, "The faculty forces itself into a position of having to be more keenly and objectively aware of what it is requiring students to do and learn every step of the way." (Carreri, 1973, p. 12)

Basically, the participant should be involved in the board areas of direct observation, clerical responsibilities, housekeeping chores, non-instructional duties, audio-visual assistance, instruction-related tasks, self-evaluation, counseling sessions and weekly substantive seminars.

Competencies need to be identified, behavioral objectives written and the criteria for assessing the competencies in light of evaluative procedures established in order to serve the total accountability effort as outlined under the guidelines of PBTE.

This brief discourse on classroom participatory experiences has been very general, but it will be pursued in greater depth by Travis Haakedahl in an individual report in the second section of this book.

Microteaching

Definition. Microteaching is a concept of training that is used most often in the area of the pre-service development of prospective teachers. The setting is usually contrived with reduced lesson length, well defined skills, a reduced student load and a variety of feedback sources - including the supervisor, students and videotape playback.

Rationale and Clarification. According to Dwight Allen and Kevin Ryan, microteaching is a concept around which five essential propositions revolve:

> First, microteaching is real teaching. Although the teaching situation is a constructed one in the sense that teacher and students work together in a practice situation, nevertheless, bonafide teaching does take place.
> Second, microteaching lessens the complexities of normal classroom teaching. Class size, scope of content, and time are all reduced.
> Third, microteaching focuses on training for the accomplishment of specific tasks. These tasks may be the practice of techniques of teaching, the mastery of certain curricular materials, or the demonstration of teaching methods.
> Fourth, microteaching allows for the increased control of practice. In the practice setting of microteaching, the rituals of time, students, methods of feedback and supervision, and many other factors can be manipulated. As a result, a high degree of control can be built into the training program.
> Fifth, microteaching greatly expands the normal knowledge-of-results or feedback dimension in teaching. Immediately after teaching a brief microlesson, the trainee engages in a critique of his performance. To give him a maximum insight into his performance, several sources of feedback are at his disposal. With the guidance of a supervisor or colleague, he analyses aspects of his own performance in light of his goals. The trainee and the supervisor go over student response forms that are designed to elicit students' reactions to specific aspects of his teaching. When the supervisor has videotape available, he can use videotape playbacks to help show the teacher how he performs and how he can improve. All this feedback can be immediately translated into practice when the trainee reteaches shortly after the critique conference. (Allen, 1969, pp. 2-3)

Microteaching lends itself well to PBTE because of its easily identifiable skills. The competencies needed are specific and public, and the behavioral objectives can be clearly stated in precise terms. For the most part, the evaluative process is already established for measuring performance.

Because it is field centered for greater practicability and realism, and it possesses learning activities that are looked upon as having relevancy and meaning, it fits the framework for personalization. Also, individualization is present when the learning tasks are appropriate to the individual readiness levels of each student.

Identification of Teaching Skills. Dwight Allen and James M. Cooper identify fifteen microteaching skills in Micro-Teaching: History and Present Status, ERIC, 1970. Following is a condensed version of these skills for use in an elementary microteaching situation.

1) Set Induction is the skill developed for involving pupils physically, intellectually and emotionally in the lesson. The point of focus is clear and the goals are clarified in relation to the topic.

2) Questioning involves (1) fluency in asking questions, (2) use of probing questions, (3) the concern for higher order questions and (4) the use of divergent questions. Concern for these areas of questioning needs to be reflected in the micro-teaching process.
3) Reinforcement skills are used primarily to increase student participation. The reinforcement of responses can take on the following forms, (1) positive verbal, (2) positive nonverbal, (3) qualified and (4) delayed.
4) Silence and Nonverbal Cues include (1) silence, (2) facial cues, (3) body movement, (4) head movements and (5) gestures. This skill section is strictly nonverbal.
5) Closure deals with the summarization and consolidation of ideas and concepts. It's a "pulling together" of the major points and serves the purpose of a cognitive link from old knowledge and new knowledge across subject matter lines. Here is where practical application takes place.

The above mentioned skills would be at the center of any PBTE structure for microteaching. Behavioral objectives need to be developed for the various skill levels, and a process for evaluation and measuring performance needs to be laid out. This material can then be packaged, made public and used by the pupil in the teacher education program.

Microteaching is an on-going process - from the area of pre-service field experiences and student teaching into the teachers' professional circle of in-service training. It has its greatest potential as in-service for the professional.

LABORATORY EXPERIENCES FOR PRE-SERVICE TEACHERS IN THE ELEMENTARY SCHOOL

by

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On the basis of John Dewey's philosophy that "one learns to do by doing," colleges and universities have made an attempt to provide field experiences for prospective teachers in various areas. A person who wishes to learn to drive an automobile may read instructions for drivers and pass the written test, but he does not learn how to drive until he has had the experience of manipulating the key parts which put the car in motion. So it is in preparing prospective teachers who plan to spend their lives teaching boys and girls in the elementary schools. Theory after theory may be repeated, but time has proved that there is no substitute for actual experience.

Recently several schools have become increasingly interested in the laboratory experience program. In 1971 Northeast Louisiana University, Monroe, Louisiana, recognizing the need for more first-hand contacts and experiences on the part of students in training to become certified teachers, developed a Laboratory Experience Program. (Monroe Document Resume Ed. 067-375, Nov. 1971, pp. 1-10). With the help of Juachita Parish Schools and Monroe City Schools, a series of experiences was devised to schedule second semester freshmen into schools for visits, and to include sophomores into school-related involvement activities. Sophomores and juniors were scheduled for tutorial experiences under the guidance of cooperating teachers. After junior level, the final laboratory experiences included instruction and activities under the direction of the supervisor of Student Teaching during the semester immediately preceding the actual student teaching assignment. The semester involvement of each student from freshman through senior year gradually increases from 12-30 hours. Each student devotes ten hours each year to a program of media proficiency which is directed by personnel in the Northeast Media Center.

Another study which is concerned with field experiences for pre-service teachers is being conducted in St. Louis, Missouri. The Harris Teachers College is sponsoring a Field-Centered Competency-Based Teacher Education Program called Personalized Experiential Preparation. (PEP). (The Faculty-Student Curriculum Committee, March, 1973, pp. 46).

The Personalized Experiential Preparation program is a field-centered competency-based teacher education model which offers an alternative route to professional preparation and certification for interested Harris Teachers College students. The program is individualized and flexible enough to allow each participant to set his own goals and work to meet those goals in ways most appropriate for him. Field centers are central to this program. The PEP Field Centers are the bases for the professional course work and accompanying supervised classroom practice engaged in by students.

The project will be phased in over a three year period, beginning in the summer of 1973. It utilizes a consortium arrangement with the St. Louis Public Schools which involves district superintendents, principals, classroom teachers and community persons as well as Harris Teachers College faculty, administration and students.

An interesting feature of this program is the emphasis placed on its field centers. They serve as a setting for classroom field experiences for PEP participants and provide sufficient structure for those experiences to insure optimal learning. Individual students, groups of students, or entire classes can engage in wide range of field activities, from a single classroom observation to a long-range teaching experience or an entire course at a Field Center.

The PEP Field Center is an existing elementary school in the St. Louis Public Schools, which has a dual identity. It still functions as a regular school within the school system, but it also serves as the field base for PEP. The Field Center Schools Administration Staff and the College. In order to assure continuity, the school commits itself to continue as a PEP Field Center for a minimum of two years.

It is observed in the report of Northeast Louisiana University study that field experiences begin in the second semester of the freshman year and continue through the senior year. In the Harris Teachers College the study reveals the fact that field experiences for prospective teachers begin at the junior level. The work which is being done by these two colleges reveals to the public what can be done in elementary education to provide field experiences for pre-service teachers.

Many colleges are giving serious thought to providing increased opportunity for experiences for prospective teachers before they enter student teaching. Colleges would have to plan their program around the community facilities. In many schools the freshman program is devoted to general education; therefore the Northeast Louisiana University program could not be implemented in its entirety because freshman are included in its program of field experiences.

Since many colleges make provisions for sophomore students to begin their major at the first or second semester, it seems possible that a three year program in field experience would provide adequate time for prospective teachers to get direct experience before beginning their student teaching in the senior year.

There are many benefits that the prospective teacher gets from classroom and teacher contact. The prospective teacher has a splendid opportunity to put into practice such democratic processes as cooperation, concern for others and responsibility. There is cooperation on the part of the classroom teacher and the prospective teacher in planning the program of activities in class as well as on the playground. In the classroom the prospective teacher, who is the teacher's helper, may do such chores as helping pupils to arrange the bulletin board, keeping records and files of audio-visual aids and supervising the period of sharing stories and book reports. Outdoor activities may consist of games such as softball, tennis, volleyball, basketball and others. Tours of the campus, city, parks, museums, fire de-

partment, post office and many other places of interest may be planned by the prospective teacher who is placed in the classroom with a cooperating teacher.

The prospective teacher learns the value of becoming concerned for others as he assumes the responsibility of helping the pupils plan their daily activities. Being placed in positions where one has to make decisions for self and others helps to develop a sense of responsibility, a quality which is sometimes found lacking in many cases.

The final concern of any instructional effort is the quality of its products. In teaching, purposes or goals are selected, energy is expended - people are involved and techniques are devised for the purpose of accomplishing the objectives.

If laboratory experiences can add to the effectiveness of the prospective teacher, then educators should re-evaluate their teaching programs and include various types of laboratory experiences for the students before they enter the student teaching block.

PRE-PROFESSIONAL FIELD EXPERIENCES FOR SECONDARY EDUCATION STUDENTS

by

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and
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Introduction

The advantages of pre-student teaching field experiences for teacher education students have been promoted for some time. Allen (1964, p.157) stated that pre-student teaching experiences of a laboratory nature were required in most of the colleges and universities in the United States. However, these experiences were many times haphazard, uncoordinated observations in schools and community agencies. Usually they were attached on to some course as outside requirements, and may possibly by repeated in some future course with no idea of sequence planned. Very little participation was actually involved as most of the time of students was spent in observing. Even then, this pre-student teaching laboratory experience was mainly for elementary education students.

Identifying the Secondary Student

One of the reasons for this emphasis on experiences for elementary students is the major problem of identifying the future secondary education student early enough to give him time to complete such a requirement. Because of his major concern in the completion of the requirements of his major, he is caught in an unflexible situation as far as his schedule is concerned. There is no way to predict which students may decide in their junior year that they want to be teachers in high school, but this is no reason not to identify those who do know in their freshman year or the beginning of their sophomore year that they desire the secondary education program. As in any professional curriculum, a student who joins late may have to stay longer to complete the requirements.

The increasing importance being given to performance-based criteria in teacher education programs, and in some states, certification, make it imperative that both the secondary and elementary education students be given the opportunity to acquire and increase competencies prior to actual student teaching. These experiences should take place in real school situations where each teacher education student is a participant in school activities until hs has reached certain minimal competencies.

Most teacher education institutions in the United States are still preparing teachers in "courses". In a period of transition to completely performance-based programs, the pre-student teaching field experiences could serve as a beginning. If this experience were made prerequisite to other courses for both elementary and secondary education students it would fulfill the pre-student teaching field experiences and also give the college faculty and public school personnel opportunity to evaluate a segment of performance-based teacher education. This would be very helpful in making the decision concerning the whole program.

Program Examples

Several institutions which have a performance-based teacher education program or a modified one have a course in which pre-student teaching field experiences are prerequisite to formal entrance into the program. The Career Decisions Program (1972) in the College of Education at the University of Toledo is a good example of this. The program has two main objectives: to help the student make a decision concerning teaching as a career, and to provide experience for the attainment of competencies for entrance into the teacher education program.

Purdue University requires a pre-student teaching experience for elementary teachers which uses the Instrument for the Observation of Student Teaching Activities (IOSTA) as a tool for supervision of their performance-based pre-student teaching field experience. This instrument is an adaptation of the Instrument for the Observation of Teaching Activities (IOTA) (1964). Students in this field experience are assigned to cooperating schools in the same area, and work under the supervision of the local school supervisor and the university supervisor. They must complete each designed experience on a specified minimum competency and the average of the experience must be at a predetermined minimum before they can be formally admitted to the teacher education program. This program is offered in the sophomore year. An interview with Dr. Harrison Gardner, assistant department chairman at Purdue established that they are working on a program of pre-service experiences for secondary education students presently.

Both of the above programs provide for recycling of students who do not reach the required competencies. Neither of the programs have any entrance requirements to their field based-student teaching laboratory experiences.

A model could be proposed which would combine the above programs. The student would enroll in a course which field based experiences were arranged to assist him in decisions concerning teaching and the level of teaching. Some type of instrument similar to the IOSTA could be used to help him attain the needed competencies to be formally admitted to teacher education. This course would be performance based and opportunity for recycling should be provided. Normally the student would take this course in the freshman or early sophomore year.

Varied Field Experiences

Assuming that teachers work in institutions and assuming that understanding institutional behavior is one of the key factors in the preparation of teachers, it is then evident that field experiences can be developed involving behavior of institutions and people who are associated with institutions. Many colleges have not developed and/or have not taken the opportunities available to bring about a wider range of pre-teaching experiences. There are many experiences related to institutional behavior that are outside of the traditional classroom observation and participation segment.

Some teacher training units do not have access to as many public and private schools as needed. Elementary areas are far ahead of secondary pre-teaching experiences. Therefore, related experiences involving other aspects

of institutional behavior should be tapped. A cafeteria approach is suggested either as a substitute or a supplement. Within the structure of this type of approach is everything from observing in the school classroom, to urban experiences, to spending time with governmental agencies (other than schools), to tutoring hospital patients, and related on the job experiences. These are only a few of the experiences which reinforce what institutional behavior is and how it feels to be involved in a particular behavioral pattern.

One program at South Dakota University involved work experience opportunities for certain students. Some of the purposes of these field experiences are as follows:

- give the student an opportunity to apply academic study to actual work experience;
- open up new areas of interest, study, and employment for the student;
- make the student more attractive, because of his field experience, to a potential employer;
- provide potential employers with an opportunity to recognize the worth and value of the individual student and others like him. (Fuller, 1972, p.1)

This same university not only gives credit for prospective teachers involved in non-classroom type experiences, but other students from all departments if the work experience is justifiable.

Evaluation of Field Experiences

One of the most trying obstacles in the path of any program dealing with either institutional or human behavior is developing a criteria for measurement. PBTE in its initial stage has no doubt accomplished objective measurement more than any other recent program in teacher education. Illich, in his book, Deschooling Society, writes as follows:

> The institutionalized values school instills are quantified ones. School initiates grouping people into a world where everything can be measured; including their imaginations, and indeed man himself. But personal growth is not a measurable entity. It is growth in discipline dissidence, which cannot be measured against any rod, or any curriculum, not compared to someone else's achievement. In such learning one can evaluate others only in imaginative endeavor, and follow in their footsteps rather than mimic their gait. The learning I prize is immeasurable recreation. (Illich, 1972, pp. 57-58).

Field experiences involving human behavior are difficult to measure on an objective level. When justifiable field experiences are identified,

measurement can take place by the student, cooperating supervisor (when available), and college personnel. Direct observation by the immediate supervisor and/or college supervisor is one of the best approaches. Measurement of performance can be subjectively rated on an instrument listing desirable competencies. The student can also be a vehicle for measuring his own performance. This can be accomplished by developing an incident sheet where the student will relate how or why people or institutions react as they do to certain instances. The student can relate the circumstances involved and state how he would behave if he were involved in the same situation.

General competencies that could be identified in a varied field experience plan are:

- knowledge of institutions and how people behave within institutions.
- ability to employ communication and human relations skills to educational situations
- identifying and evaluating the role and function of the school system in regard to society
- promoting positive attitudes toward the personal values and needs of self and others

It is important to properly plan all phases of the field experiences. If possible, each experience should be individualized on a systems basis. Until a student has been identified as ready for classroom observation or any other "outside" project he should not be subjected to that type experience. For example: will the student benefit from a particular planned project? Or, will this project relate directly or indirectly to the school as an institution? Students can be guided into various experiences according to need. Caution has to be taken as to selection for convenience sake. Direction should be given to enforce the competencies needed by the student. Other experiences can be suggested if competencies do not reach a minimal standard.

Teacher education is undergoing change in regard to producing prospective teachers. Field experiences and performance based evaluation of these experiences are necessary in selecting and/or recycling prospective teachers. As many good pre-teaching experiences as possible in regard to institutions and people working in institutions should be made available within the framework of teacher education.

THE CHANGING ROLE OF THE UNIVERSITY SUPERVISOR IN HIS LIAISON POSITION

by

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and
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Introduction

Performance Based Teacher Education (PBTE) is an approach of preparing school teachers by colleges and universities. This program required achievement of specific goals which are stated in behavioral objectives and are based on performance. Traditional teacher education programs are based on experience and they require a specified number of courses and credit hours in specific areas of study. (Dickson 1973, p.1)

Should a college or university change from the traditional pattern of teacher education to the PBTE program the process of university supervision might or might not change because of the different types of the program. The role of the university supervisor in his liaison position is in a changing role regardless of which program the university adopts.

Usually the university supervisor perceives himself as essentially a liaison person who interprets the university program to the cooperating school; furthermore, he interprets the cooperating school's program to the appropriate personnel at the university. (Henry, 1972, pp. 52-53.)

Problems

Educators have generally realized the value of the student teaching experience and the responsibility of the cooperating teacher. There are differences of opinion on how these elements fit into the total program. These seem to be caused by a lack of clarity and poorly defined procedures for the development of student teaching programs.

According to the Association of Classroom Teachers National Education Association (1970, p.1) the following issues are evident:

The two segments, in almost all teacher education programs, that are the most closely related to the real classroom situation of the student teacher are entities with little cooperation among the methods teacher, cooperating teacher, and the university supervisor.

The cooperating teacher has a direct influence in shaping the attitudes, skills, and ideas of the student teacher. In spite of this the cooperating teacher was least likely to be under the influence of the teacher education institution. His perception of the teacher education program may be entirely different from that of the teacher education institution because he has not been involved in the planning of its sequence. The cooperating teacher may feel his responsibility to be in the room continually to help structure the student teacher's daily activities. The institution may feel that the student

teacher should be on his own much more. The teacher education institution may have little to say in the selection of the cooperating teachers. Johnson (1973, p. 2) conducted a study to determine how cooperating teachers are selected. An analysis of these respondents reveals that 257 institutions (57%) leave the selection of cooperating teachers to someone in the cooperating schools. Some type of cooperative procedure involving the public school and university personnel was used to select cooperating teachers in 141 institutions (31%). Only 8 institutions (2%) revealed that their cooperating teachers were selected by university personnel. Another 48 institutions (10%) used procedures that did not fall in any of the above categories.

Possibly administrators selected the cooperating teachers because they are available or are willing. Sometimes cooperating teachers are selected because this privilege was rotated. At other times it was considered as a fringe benefit for the extra pay or that the student teacher was regarded as a teacher's aide. This would inhibit an effective and continuing relationship between the teacher education institution and the cooperating teacher.

The criteria used by administrators in selecting cooperating teachers may be unrelated to the goals of the teacher education program. Cooperating teachers may not view this as a guided learning experience but view it more as an endurance test for the student teacher, e.g., he was to learn what it was like to have four different preparations, a study hall, etc. Some cooperating teachers look at it as an opportunity to get away from the classroom or to give the clerical tasks to the student teacher.

Many classroom teachers who are selected as cooperating teachers are unfamiliar with innovations, such as PBTE; therefore the cooperating teacher may be unable to aid student teachers in experimenting and implementing innovation even though this was the university professional program. The teaching experience would be very limited with continual conflict between what the student teacher learned at the university and what was required of him during his student teaching experience; this would probably be intensified if the university program was PBTE.

Inadequacies of student teaching programs and the problem which disturb the people involved are recognized by national, state, and local professional organizations. These organizations are distressed at the possibility of rigid requirements legislated by persons with little experience in student teaching (Association of Classroom Teachers, 1970, p. 3).

Student teaching, a shared responsibility between the public schools and teacher education institutions, has operated without any clear-cut lines of responsibility. Personnel in teacher education institutions, public schools, professional organizations, and state departments of education have not worked closely enough together. Some teacher education institutions have dominated the program while others have been too permissive. Some state departments of education have been active in solving problems in student teaching, most states have done little.

The problem of decision making was the most serious of all. Decision making has rested first with the teacher education institution, next with the public schools. State and national organizations have had only advisory power. Local associations have had practically no power.

Solutions

The problems of student teaching are multiple and complex; therefore there has been no simple solution. Each of the following objectives must be achieved to ensure desirable student teaching experiences:

Agreements must be reached about the general organization, structure, and standards for student teaching by institutions preparing teachers. This would include local public schools, state and federal agencies, and local, state, and national professional associations.

More adequate state financial support is needed because student teaching programs have been inadequately funded.

There needs to be greater cooperation among the university, the local school system, and the local association. The local association would speak for its classroom teacher members and would strengthen the influence of the state and national associations on the student teaching program. (Report of the Special Study Committee on Recruitment, Induction, and the Student Programs, 1965, p. 1).

The goals and objectives of the student teaching program should be identified and accepted by all people involved in the student teaching process.

Responsibilities must be agreed upon by the teacher education institution, the student, university supervisor, cooperating teacher, the local system, and local association. (Hilliard, 1968, p. 6).

Programs can not be effectively set apart from the job to be done and the people who are involved, nor can they be produced on demand. Various programs evolve in many types and in different degrees of precision. According to Davies (1973, p. 23) the elements common to most programs are planning, organizing, leading, and controlling.

The functions of the university supervising teacher and the cooperating teacher must be clarified. There needs to be an understanding of a proper balance of influence of the two in the student teaching program. Acceptable criteria need to be established for the qualifications of the university supervisor of student teachers and the cooperating teacher.

Recommendations

The local association, representing the cooperating teachers, has an important responsibility in the solution of the student teaching problems. It must ----

1. Study the problem locally.
2. Develop policies in regard to qualifications, assignment and employment of cooperating teachers.
3. Cooperatively develop standards of status and responsibility of cooperating teachers as related to university supervisors of student teachers.

4. Negotiate with the board of education an agreement related to the qualifications and conditions of employment of cooperating teachers.

5. Ask the state association to provide information on student teaching and the legal status of the cooperating teacher and student teacher in order to initiate needed state legislation.

6. Inform members of the association and the community about the student teaching program.

The state association is able to provide services beyond the realm of the local association. The state association must --

1. Establish through legislation a positive position on student teaching.

2. Study the problem at the state level.

3. Determine the nature and type of student teaching program contracts in existence between local districts and universities.

4. Assume responsibility for developing suggested standards for agreements between universities and public school systems, agreements between local associations and public school systems, qualifications for cooperating teachers and university supervisors of student teachers, and definition of roles and responsibilities of cooperating teachers, administrators, and university personnel.

5. Initiate legislation to legalize and finance the student teaching program, provide liability insurance for cooperating teachers and student teachers, and assist local associations in developing policies to be negotiated locally.

6. Disperse information through research, surveys, conferences, workshops, periodicals, and special publications and research.

The National Education Association must provide leadership and support to the efforts of local and state associations. It must ---

1. Take firm positions on student teaching in its resolutions as it relates to the cooperating teacher and the local association.

2. Distribute information on student teaching in its resolutions as it relates to the cooperating teacher and the local association.

3. Provide leadership in developing models of state legislation, standards for qualifications of cooperating teachers, and

model agreements to be negotiated by local associations and local boards of education.

4. Sponsor conferences on student teaching for the classroom teachers to express their views.

5. Develop a plan for involvement of classroom teachers in creating change in teacher education.

6. Provide an opportunity for the student to evaluate his student teaching experiences.

THE VALIDATION OF PERFORMANCE-BASED TEACHER EDUCATION

by

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and

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Education has been under increased scrutiny for the past two decades due to sociological conditions. Sputnik I's trip to outer space caused grave doubts about the adequacy of the American educational system. The turned-off generation of young people and the Vietnam War of the 60's reflected the general public's decreased confidence in education, especially higher education. It was during that decade that budgets were cut, programs were reduced in size and number, and efforts were made at local, state, and national levels to hold schools accountable for their teaching methods.

In attempting to meet the demand for accountability, professionals in elementary and secondary schools, colleges and universities, as well as in state and federal government, experimented with performance-based educational programs. Lanham (1970, p. 20) cautioned that performance-based or criterion-referenced instruction must be defined in such a way that instruction was related to behavior or performance goals in the classroom. Further, the classroom objectives to be attained by the student needed to be specified in such a way that actions which resulted from learning could be measured or evaluated. The writer specified that student achievement in measurable terms must be an integral part of applying a learning system to the classroom.

For many years, researchers used measures of achievement, e.g., SAT scores, correlated with high school grade-point average to predict success in college. More recently, concerns about qualities and characteristics beyond those represented by high school rank or SAT scores have dominated the scene. Ideally, "...the criterion of success should comprise an appraisal of the student's ultimate success--that is, success after completing college." (Dressel, 1961, p. 306).

The identification of effective criteria of success in PBTE presents a momentous problem. Nevertheless, if performance-based teacher education is to assume any permanent place in the armamentarium of the master teacher, adequate validation of evaluative procedures are necessary.

Recognizing the desirability of retaining behavioral objectives as an element of teacher education, and understanding the pitfalls inherent in evaluation, Baker (1970, p. 58) developed a Project for Research on Objective-Based Evaluation (PROBE) to be a basis for testing the usefulness of evaluation which was based on student achievement of specific program goals. She acknowledged difficulties in the following areas:

1. Generating items
    a. providing criteria which permit adequate scoring of student response
    b. identifying specific levels of the goal
    c. developing objectives varied enough to "fit" a user's "idiosyncratic notion of what should be taught"
    d. generating objectives which sample the affective domain of behaviors
2. Controlling quality of items through adequate
    a. internal criteria, e.g., items should be developed by evaluation experts or subject specialists
    b. external criteria, e.g., "goodness" of the item should be based on learner test data
3. Installing evaluation procedures
    a. disseminating objectives and items and providing cues for conditions under which positive effects are likely
    b. training users in evaluation techniques
    c. cross-validating effects through changes made in school

Much earlier Super (1949, p. 28) identified necessary components for standardizing selection and placement tools. He suggested the following steps:

1. job analysis
2. selection of traits to be tested
3. selection of the criteria of success
4. test construction
5. standardization of conditions
6. validation and cross-validation of data

Performance-based teacher education has been extensively studied both philosophically and experimentally by researchers. Research has focused

on diverse components of PBTE. Typical of this segmented approach is a study by Sybouts (1973, p. 303) which focused on student performance when instructional objectives in the classroom were stated in terms of student behavior. He found that the experimental group students rated their classroom experiences even higher than their student teaching experiences. The experimental group also achieved higher mean scores at the end of the term than did the control group which was taught by more conventional methods.

Davis (1964) believed that teaching faculty were capable of identifying desirable student traits: those usually evaluated through a grading system as well as attributes not reflected by grades. He collected verbal descriptions of highly desirable/undesirable types of students at various levels of performance and from these developed a Student Rating Form (SRF) based upon 80 bipolar traits rated on a five-point continuum. The study involved 398 students and 407 faculty members from diverse specialties in eight institutions. Intercorrelated and factored by diagonal method were the rating items, SAT-V, high school rank in class, and freshman GPA. A desirability factor was established by the faculty, but there was no significant relationship with SAT and only moderate relationship with GPA. The faculty associated student desirability with intellectual ability, motivation, values, and achievement, but did not associate desirability with conformity, extraversion, popularity, anxiety, or status centeredness.

Attempting to develop an item factor structure from the Adjective Check List, Parker and Veldman (1969, p. 605) asked 5017 students at the University of Texas at Austin to complete a check list. Comparing the responses of 2212 females and 2805 males with an average age of 18.6 years, the researchers found that of the 300 adjectives, only eight seemed to occupy dissimilar locations in male/female factor space. Seven factor loadings were identified as:

1. Social desirability with 26 adjectives like "pleasant" and "sympathetic"
2. Interpersonal abrasiveness with nine adjectives like "rude" and "lazy"
3. Ego organization with 20 adjectives like "industrious" and "thorough"
4. Introversion/extroversion with eight adjectives like "quite" and "talkative"
5. Internal discomfort with 14 adjectives like "sociable" and "emotional"
6. Intraception with three adjectives as "reflective" and "unconventional"
7. Social attractiveness with 10 adjectives like "polished" and "charming"

Austed and Emmer (1970, p. 9) attempted to show a relationship between personality traits and patterns of teacher behavior in order to identify those students who would most benefit from laboratory instruction. Hoping to avoid some of the previous research which used personality correlates, they specified certain teacher tasks and student-teacher interaction which measured ongoing teacher control of the class, e.g., clarifying instructional objectives, motivating and maintaining pupil interest. Based upon self-theory, it was assumed

that laboratory teachers with more positive self-descriptions would "perform teaching tasks with greater facility, be more open to constructive criticism and change throughout the semester, and be more open to interaction with the students they taught than would teachers with less positive self-descriptions." Utilizing peer teaching in an Introduction to English Class, students taught six to nine lessons each and received feedback from both instructors and peers. Individual raters coded the tape recordings of the student/teacher interaction. Only three personality variables were significantly related to laboratory performance in the predicted directions. Of those three, "motivation" and "assessing readiness" were most highly related to indirect teacher influence and student talk. The authors suggested early performance in the laboratory as a predictor of later success as well as a means of pinpointing the instructional needs of individual students. They further suggested that researchers use "...assessment instruments more directly related to teaching, such as anxiety about teaching..."

A research report by Waimon and others (1971) hypothesized "...that prospective teachers trained in microplanning will score higher on tests of teacher effectiveness and will not change attitudes about pupils and teaching in an undesirable direction." Ten social studies majors in an experimental group registered for six semester hours divided into microplanning, microteaching, and clinical teaching while the control group enrolled in a regular six semester-hour sequence. The groups were matched on sex, cumulative GPA, and hours credited. Each student was then given the same statement of objectives, unit booklet, and randomly assigned from five to ten high school students. The college student student planned and taught four half-hour lessons to his assigned group which was then given a test to measure recall and ability to reason. The high school students' mean scores constituted the criterion for teacher effectiveness. The Minnesota Teacher Attitude Inventory (MTAI) and Sorenson's Teacher Role Preference Inventory (TRPI) were utilized to measure teacher attitudes. It was purported that these attitudes would predict ability to relate to pupils and satisfaction with teaching, as well as to show reactions to objectives, course content, and methods. The hypothesis was dissproved when no significant changes were found in either the MTAI or TRPI ratings pre and post course tests.

Pursuing a slightly different task, Gough and Pemberton (1952, p. 307) studied the relationship of Minnesota Multiphasic Personality Inventory (MMPI) and group Rorschach profiles of 96 males in secondary school practice-teaching with relationships based upon (1) personal relationships with students and teachers, (2) command use of subject matter, (3) teaching skill, and (4) class management. They found no significant relationship via conventional scores and teacher ratings. However, intuitive sorting of MMPI patterns and configurations showed a positive relationship with ratings; the more successful male practice-teachers tended to score lower on hysteria (Hy), lower on psychopathic deviate (Pd), and higher on psychological aptitude. Other "signs", say the authors, seemed to be predictive of success in practice teaching.

Extending the research on the MMPI as a predictor of teacher behavior, Schluck (1971, pp. 1-2) compared data on classroom behavior

with MMPI ratings. The behavioral observation was begun six months after the teacher was teaching in his own classroom, and consisted of four observations made by the same team over a four-month period. Linear, multiple linear, and curvilinear relationships, as well as sex differences were studied. "Hypochondriases (Hs), Masculine/Feminine (Mf) and Depression (D) were found to be the best predictors of classroom behavior for the total group." These data tended to substantiate an earlier study done in India where Hs and Mf were the only two scales which differentiated education from non-education students. Predictors in the Schluck study differed for men and women. It would seem that there would be other meaningful dimensions to differences among teachers.

Since student teaching often leads to initial discovery of undesirable teacher behavior, Schluck noted that "If such behavior could be discovered, or at least predicted earlier, the institution would have more time to change this behavior or to counsel the student into another teaching field or grade level in which such behavior might be more appropriate before both he and the institution have a great investment in his college training."

The fiscal crunch in education has caused many to believe that adequate evaluation procedures would save money for both students and schools. Business, industry, and some professions have done very effective validation studies. There were selfish reasons for this research for they were motivated to make their enterprises more profitable. Neither teachers nor individual schools have the resources at their disposal to run studies as have business, industry, and the various levels of government.

Hall and others (1971, p. 6) have reported on the federal government's attempts to test the accountability of the schools by its performance contracting projects. It would seem to be in order for the state departments of education and the U.S. Office of Education to conduct highly sophisticated experimental studies in order to identify the cogent variables in PBTE programs, and, then, to make recommendations to the schools. The problem is too big to handled on a local basis, and it needs the best professional minds available. A program, similar to that produced to select pilots for the Air Force in World War II is needed to develop effective predictors of success in teaching. Probably the most effective secret weapon of World War II, the Air Force Pilot Selection Tests have been the chief contributing factor in the development of the airline and aviation industry in the United States.

The research project for the Air Force, as reported by Flanagan (1946, pp. 465-66) had the task of developing an effective selection instrument which could be given to all cadets who were interested in learning to fly. The intent was to determine the probability of becoming a successful pilot before being allowed to enter the flight training program. After a very careful job analysis was completed, a battery of 28 tests was developed. These tests were validated against three criteria of success, i.e., successful completion of the training program, successful practice bombing runs, and successful hits in real bombing runs on enemy targets. The test norms were given in stanines. Of pilots who scored in the 9th Stanine, only 4% were eliminated in Primary Pilot training; while 77% were eliminated from those scoring in the 1st Stanine. Would that teacher education programs might be as efficient in identifying "successful" teachers!

The task in teacher education is to do an extensive job analysis in order to identify characteristics and classification levels of successful teachers. Once these have been identified, tests need to be developed or selected to measure teacher aptitudes.

Rosner (1972, p. 197), in his comprehensive plan for implementing Performance-Based Teacher Education on a national scale, listed six criteria of success for validation purposes. His criteria follows:

"1. The relationship between the observed behavior of teachers and measurable pupil learning over a three-year period.

2. The relationship between the observed behavior of teachers and measurable pupil learning over a one-year period or less.

3. A logical criterion based on the observable behaviors of the teacher only but the quality of his professional actions is dependent on performance-based approach to teaching. Judgments may depend on empirical evidence gained in the development of criteria 1 and 2.

4. This level is a restricted one. The context might be a micro-teaching situation involving a small group of students. It might be used to assess a small unit or module of teacher behavior and pupil learning.

5. At this level the teacher need not perform before students but must produce at least one teaching skill, e.g., probing. This criterion must be validated by research.

6. Teacher behavior at several levels must indicate an understanding of concepts of teacher education."

There may be problems in quantifying all of the variables which the author listed. There is a likelihood that other criteria could be identified and some of Rosner's eliminated.

Many highly-researched and publicized tests are available (Buros, 1972) to assist in the final selection of criteria to predict teacher success. It is recommended that the U.S. Office of Education or a private foundation fund a research project in order to validate selection variables against relevant criteria of success. This model battery could be used by the schools for the selection of the most capable teachers and as a criterion against which institutions might evaluate and improve their teacher-education programs.

CERTIFICATION: RECENT NOTES AND QUOTES

by

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In a period when so many important educational issues are being debated and examined, there appears to be general agreement that the present system of teacher certification is inadequate. Teachers are currently certified when they have completed: an "approved program", and have the recommendation of the home teacher preparation institution; or, the courses required by the state minimum requirements and have the required recommendations. In some instances the applicants for licensure must also have passed a written test, undergone an interview and have submitted favorable references. While each of these procedures does tell something about the applicant for certification, none of them - separately or in combination with the others - tells us whether or not the applicant can perform competently in the classroom or other areas of assigned responsibility.

As indicated by John Dewey in a quote cited in Dialogue, "Crucial mistakes made in education stem from seeing problems in an either-or context, a position that recognizes no intermediate possibilities." (Gates, 1972, p. 8, no. 1). In order to avoid crucial mistakes it would seem to be imperative for personnel concerned with the preparation of teachers to be cognizant of the recent notes and quotes related to "performance" or competency based certification.

The remainder of this section of the NCA Workshop Report will be concerned with some of the limited materials available related to certification based on Performance-Based Teacher Education (PBTE). Additional information on this topic is available on pages 27-32 and 81-82 of the publication, Performance-Based Teacher Education - 25th NCA Teacher Education Workshop. Readers are also referred to the publications listed in bibliographies of that publication and this report.

Quotations

(Daniel, 1972, p. 5)

> It is much easier to defend the need for performance-based teacher certification that it is to provide a precise definition of the concept.....
>
> .....It is the position of persons advocating performance-based teacher certification - including this writer - that teacher certification practices should move toward the performance-based end of the continuum. There is not agreement, however, as to how far such movement should go and how fast such movements should proceed.

(Nyquest, 1972, p. 2)

> The present system of certification is archaic and really does not tell us much about the prospective competence of teachers. The completion of degrees and of a collection of courses does not fully inform us about a teacher, only that he or she is not intellectually inadequate and that he or she has some presumed interest in teaching.....certification should depend on performance over a period of time, with tenure not granted until that performance is adjudged to be competent.

(AOTE, 1973, p. 11)

> The certification of in-service teachers should be tied closely to carefully articulated and successfully completed in-service programs and should not be of indefinite duration. Instead, some process of systematic review should be employed for recertification of teachers at various stages in their professional careers.

Notes

1. According to AOTE participants, current issues in redesigning teacher education include the following:

   a. The need to work toward a more realistic and shared certification process, recognizing a variety of routes by which a candidate may become licensed and a more reasoned attitude among state departments toward reciprocity.

      The need to recognize the issue of responsibility for teacher education as one which probably should be shared by a wide variety of groups currently engaged in the process of education.

   b. The need to recognize and actively deal with the phenomenon of competency based teachers education, including extensive research before adoption and a wide airing of all of the facts of CBTE before state departments mandate it. (AOTE, 1973, p. 14)

2. Key comments from the role - alike groups at the AACTE Regional Conferences on PBTE included the following:

   a. We are nearing the point when traditional approaches to program approval (accreditation) are no longer useful. (Traditional approaches consist of reviewing status factors such as types of buildings, degrees held by faculty members, etc.) Greater emphasis should be placed upon the educational processes

which take place in the institutions and the competencies demonstrated by persons who complete the program.

b. "Pitfall:" Viewing PBTE as a foolproof way of guaranteeing that all PBTE graduates can teach. Experience has taught us that all the graduates may emerge with an equal ability to do something...but can they teach?

c. Teachers, at this time, seem to oppose any attempt to legislate changes in certification based on performance criteria before proper research and testing has been completed. Thrust of PBTE should be on pre-service at this time. (AACTE, 1973, p. 6-7)

3. An editorial statement by Andrews (1972, p. 1) emphasized the importance of state goals:

a. Performance-based teacher education programs and certification policies are only a means to an end. Too many people lose sight of this fact in their concerns over the pros and cons of performance-based teacher education. The more significant problem is what is the "end." What is a state or a college attempting to do by promoting competency policies or programs? An examination of state goals is fundamental to understanding state policies.

4. The October, 1972 issue of PBTE included the following information on approaches to be followed in Illinois and Vermont: (Andrews, 1972, p. 4 and 6).

a. Illinois - The Illinois Task Force on Certification report released in May, contains the following major propositions:

1. Performance expectations and assessment shall be the principal basis for approval of pre-service and in-service teacher education programs and for teacher certification in the State of Illinois.

2. Teacher certification in the State of Illinois shall have a broad sense of involvement which includes teacher educators, academicians, school personnel, students, and lay citizens.

3. Three levels of certification issuance will be provided: (1) an initial certificate (2) a continuing certificate, and (3) renewal of the continuing certificate.

4. Approved public school plans involving continuous performance assessment of teachers will be required for continuing and renewal certification.

5. A select number of university centers will be designed to perform certification assessment - recommending responsibilities and to provide alternative routes to certification.

b. Vermont - A plan for the development of school district programs utilizing performance criteria has been established in Vermont. This plan is an option open to groups wishing to prepare teachers; it does not eliminate the more traditional approaches to teacher preparation in colleges and universities.

The official description of the plan as it appears in the Vermont Rules and Regulations follows:

A Local School District may develop a program for the in-service training and professional advancement of its staff and may apply to the State Department of Education for approval to recommend issuance and renewal of all certificates at the local level. The appropriate certificate will be issued by the State Department of Education.

The following conditions will be considered by the State Department of Education before approval is granted to the program submitted by the local district.

1. Evidence that the local teachers participated in the planning and development of the program and have endorsed it by majority vote using secret ballot.

2. Evidence that the local school board participated in the planning and development of the program and that a majority of the school board members have endorsed it.

3. Evidence that the professional administrative personnel in the school district have participated in the planning and the development of the program and have endorsed it.

4. Evidence that there exists a reasonable balance between local workshop-seminar type in-service training programs and academic experience made available by institutions of higher learning as well as other valid educational experiences.

5. The program should encourage and facilitate individualized programs for professional growth and certification renewal.

6. The local program must include provision for job description, task analysis, and performance criteria for all educational personnel.

7. Evidence that institutions of higher education at least one of which has an approved program in teacher education, have indicated a willingness to participate in the local program or lend resources to it, e.g. Membership in a Staff Development Cooperative would be good evidence.

8. Evidence that local school districts have consulted with students, parents, and other interested citizens in the community, in the planning and development of the program; e.g. Is it part of the Local Design for Education?

9. The initial program submitted must provide for an annual review and evaluation by the initiating group.

10. State Department of Education review is provided for on an annual basis.

11. Designate by name and position the composition of the local Evaluation Agency.

5. Selected details of the New York State Master Plan were presented in the November 1972 issue of PBTE. Excerpts pertaining to certification practices, effective in 1980, are presented below:

a. Goal for Teacher Preparation and Certification

Certain underlying convictions exist about teacher preparation; they illuminate objectives of plans later outlined.

1. Pupil performance should be the underlying basis for judging teacher competence. (Such a basis is not now fully obtainable because of the limited knowledge about measurement itself.)

2. The basis for certification itself should be teacher competence, not merely the completion of college courses. Possession of a State certificate should represent an acceptable level of teacher competence in the performance of teaching duties.

3. The preparation of teachers should involve a number of pertinent agencies and individuals including schools, higher institutions, professional staffs, and relevant agencies.

4. Like other professions, teaching requires that professional personnel undergo continuous training; consequently, teachers should be expected to demonstrate competency periodically to maintain certification.

The Regents goal for the preparation and practice of professional personnel in the schools is:

> To establish a system of certification by which the State can assure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn.

b. Certification

> Several states are currently exploring the development of a statewide examination for certification. The Educational Testing Service is also revising the National Teacher Examination. These developments, in addition to the work being done by the establishment of the Regents External Degree Program, will be carefully studied and evaluated to determine the feasibility of establishing a statewide examination system in New York. (Regents, 1972, pp. 5-6).

In conclusion, although approximately 12 states have enacted legislation or state board regulations requiring performance-based or competency based certification of educational personnel in the future, consideration may well be given to the recommendations of the report of the U.S. Office of Education, Task Force '72 Committee on National Priorities in Teacher Education by Rosner and others. (Rosner, 1972.)

The six "Criterion Levels" identified by the Rosner Report include the assessment of a teacher's knowledge, appraisal of a teacher's actual skills, and measurement of pupil achievement after instruction. The report concludes that because of technical difficulties, etc. that demonstrations of change in teacher competency under actual classroom conditions is a more appropriate answer for accountability than pupil performance is as a criterion for teacher certification: (Rosner, 1972, pp. 30).

The Rosner report also recognizes the need for effective positive non-threatening incentives in in-service personnel development. New status and additional income are deemed essential if organized protest, poor morale and weakened school-community relationships are not to be an end result. (Rosner, 1972, p. 12).

The recommendations regarding the development of an integrated five year program include the following:

1. Establish training laboratories to facilitate instruction under real and simulated conditions. (One hundred TLs with a capacity of 20,000 educational personnel per year and at a total cost of 75 million dollars.)

2. Establish Educational Specialty Boards in order to develop a career line in teaching. Professional competency-based certification would be available to master-level teachers and teacher educators. (The 25 Board Examination Centers and related functions would cost approximately 13 million dollars over the five year period.) (Rosner, 1972, pp. 32-34).

Unless performance-based certification is to become another addition to the "junk pile of innovations," adequate preparation, research and development must be realized.

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III. IN-SERVICE: RELEVANT GROWTH FOR TEACHERS THROUGHOUT THEIR CAREERS

by

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The task of the In-Service Committee has been to examine relevant information concerning inservice performance based education, to sort out some of its essential characteristics, to determine its promising practices in preparing the teacher for a new role in the classroom, to enunciate present concerns that exist about selection and retention of the "good" teacher, and clarify some solutions that have been proposed that will answer some of the concerns.

There is no way to answer certain questions that Performance Based Teacher Education has introduced without involving the present teacher and his classroom. Who should teach and who is a good teacher must be evidenced by a person's ability to perform in the classroom and to make a difference in the lives of children. In order to increase the effectiveness of education for all children, there is increased interest in PBTE at the in-service juncture.

A PBTE in-service program must be designed to reflect the following essential characteristics. The program must be able to:

1) respond to demands for input into the educational process by students, parents, teachers, and associations;

2) increase the effectiveness of minority education;

3) utilize new technological resources and human resources which are not currently acceptable in the academic world;

4) seek relevance in educational experiences;

5) deal with escalating costs of education and requirements that teachers and schools be held accountable for their products.

The concerns of our society and educators are subsumed under these points or within these characteristics. How would one purport to develop an in-service program that would fit the above characteristics? It would be necessary to assess the needs of our present day teachers and be prepared to enunciate clearly the competencies which a teacher must have in order to achieve specified outcomes. This outcome is emphasized as an exit requirement or the mastery of a specific skill. This mastery of the skill or objective is a constant while the time it takes to attain mastery may vary with the student. All objectives must be

specified in advance of instructional strategy. Along with the objectives, the expected or anticipated outcome and criteria for evidence of satisfactory mastery should be clarified. The curriculum of a PBTE in-service program will include the following vital developments: Modularized interdisciplinary curriculum, alternative approaches to instruction, self-pacing, testing-out options, feed-back, recycling, self-designed goals, a small group focus, and reality-oriented field-centered experiences. The goal must be to keep the program open and regenerative.

For the student enrolled in the pre-service program at a training institution, this approach is more manageable permitting adequate time for the student to achieve behaviors and standards as they pertain to his unique concept of his education. On the other hand, present classroom teachers must find time to become adequately trained in the diagnosing of individual learning difficulties, prescribing appropriate activities and learning styles and providing adequate experiences to meet different learning styles. It is also difficult for teachers to become familiar with the resource materials and the amount of knowledge in the diverse subject fields which may be presented in a single classroom. Finding time for staff planning is difficult. There is also the matter of keeping up with the numerous records that must be kept, and finally the problem of selection of appropriate software and the maintenance of instructional hardware, film projectors, tape recorders, etc.

PBTE programming is not the panacea for all the weaknesses in our present educational programs. Yet, it offers great potential as an alternative method of learning for those with whom it works best. This applies to the college administration, college faculty, the pre-service student, the cooperating teacher, the secondary student and the early learner.

There are many variations in the operation of in-service programs. It is beyond the scope of this report to include them all. Therefore, samples of modifications of the traditional in-service approaches will be explored.

As early as 1961, there were concerns about how the curriculum of our educational programs would be affected by the advent of multi-media. There was a period when the educators attempted to arrive at a consensus about its value. Many were ready to accept; many were ready to reject. Harry M. Rivlin states the problem:

> As I see it, therefore, whether the media is a promise or a threat to education depends to no small degree upon who takes the initiative for directing that development. I am convinced that those who are dedicated to the improvement of education and those to whom teaching and learning are major intellectual concerns...must take the initiative. If we do not, what looked at one time as a promise may turn out to be a threat. If we take the initiative, what looked like a threat may very well turn out to be a promise. (December, 1961)

There were other predictions about the use of new media in an effective manner as described by Edgar Dale, who encouraged his students to look ahead--

> The charge which I see coming is one in which the teacher becomes less the presenter or communicator of planned-in-advance subject matter and fills the role of guide, counselor, evaluator and organizer, motivator of an exploring party, an intellectual gadfly. He becomes for his student the model of a mature educated, thinking man and not the petty administrator of simple learning tasks easily handled by the textbooks, workbooks, programmed materials, television and many other media. He will spend his time developing the independent learner and the thinking pupil. (October 1, 1962)

Now, ten years later there is an attempt to design a system of learning which relies heavily upon varied instructional media. Dr. Lawrence B. Smelser, Associate Professor, Department of Library and Audiovisual Education at St. Cloud State College, has studied the concept on the in-service training of teachers to become specialists in media, administration, or other learning support personnel. He proposes a system for developing specialist personnel in education through PBTE.

In-service programs for preparing specialist personnel through PBTE are needed as well as pre-service programs. The above statement is contrary to one in the Massanri Committee Report (1973, p. 7) which states, "The thrust of PBTE should be on pre-service at this time." If there is a need to develop teachers who have a performance based education, there seems to be the same need to develop specialists who work with students as well as with teachers, and who also must have those competencies necessary to offer the support for learning. The changing role of the teacher of teachers would necessarily demand a changing role for the teacher of specialist personnel in schools.

Types of Specialists Who Need to be Trained Through PBTE

Specialists in this paper are defined as those professional administrative and support personnel who are engaged actively in the learning process in schools. This definition, while not necessarily excluding others, would include principals, superintendents, professional media personnel, counselors, coordinators, supervisors, and reading specialists.

Relationship to Graduate Degrees

Just as pre-service PBTE has an effect upon the granting of undergraduate degrees, in-service programs for the training of specialists has a relationship to graduate degrees. Graduate programs for training of specialists, however, may or may not specify requirements that a graduate degree be obtained. Examples of competency based programs which do specify meeting degree requirements for certification as specialists include the Minnesota requirements of a masters degree along with various competency requirements for the media supervisor and a Specialist

Degree along with competency requirements for the school administrator certification. Media Generalist certification is based upon competencies but does not specify any degree requirements.

Entrance Requirements into Programs Training Specialists

Two or more years of "successful" teaching experience seems to be one criteria for meeting entrance requirements to most programs training specialists. An attempt is made by some institutions to screen out persons who may be "trying to escape from the classroom". This screening is done through recommendations and through personal interview.

Entrance requirements into specialist training programs also are sometimes dictated by the requirements of graduate schools such as minimum undergraduate grade point averages, and various test scores such as the Graduate Record Examination and the Miller's Analogy. Ability to communicate in both written and verbal forms is sometimes used as a criteria for entrance into these programs. All of the programs also require a minimum of a bachelors degree for entrance.

Relationship to Certification

Examples of state certification requirements may best show the relationship between these requirements and the PBTE programs for training of specialists.

Media Certification in Minnesota- In addition to school library certification, audiovisual coordinator endorsement, and audiovisual director endorsement, Minnesota has recently established media generalist and media supervisor certification endorsement which are competency-based. A task force was appointed to develop a list of the competencies which a media person needed to posses in order to perform at the building level (media generalist) and additional competencies necessary to perform as a supervisor of other media personnel (media supervisor). Members of this task force included persons from the state department of education, school administrators, librarians, audiovisual personnel, and college and university faculty whose responsibility included the training of media personnel. Drawing upon their own knowledge, professional literature, feedback from librarians and audiovisual personnel in the field, and from the work of the School Manpower Project, the task force developed a list of broad competencies required in order to perform the necessary functions as a media generalist and as a mediasupervisor. The report of this task force became the basis for new certification requirements which were instituted by the State of Minnesota Education Department.

In order to be certified as a media generalist or a media supervisor an individual must have a statement from the official of a college or university with an approved program that he or she has the competencies required. Colleges and universities, in order to obtain approval for their programs, in turn, must show that their programs for training developed those competencies. The new certification program for media personnel thus required colleges and universities to look at their programs in terms of the competencies which were to be developed by their students which resulted in changing roles for faculty.

School Administrator Certification in Minnesota. The development of new regulations for the certification of school administrators in Minnesota was similar to that for media personnel. The competencies are not, however, as clearly defined for the school administrator. The regulation states:

> Evidence shall be provided to the State Department of Education by those responsible for the training programs to show that competency-based programs submitted for approval have been developed with appropriate participation from school administrators, teachers, school board members, and citizens. All applicants for administrative certification recommended by those responsible for training programs shall have competencies in all of the following areas: school administration, supervision, curriculum and instruction.

A footnote to the regulation states:

> Programs submitted for approval shall include all of the following:
>
> A. A statement of rationale which delineates the administrative role which the program is designed to develop.
> B. Statements specifying competencies to be developed in the proposed program.
> C. A description of program components along with statements which establish a relationship between program components and specified competencies.
> D. A plan for assessing the individual candidates development of the specified competencies. (Proposed Reg. 1973, p. 6)

The process for the development of the list of competencies in both of these examples seems consistent with that of Elam (1971) and others who have advised there should be wide involvement from the various publics in the development of lists of competencies.

Development of PBTE Programs for Specialists

Similar problems are involved in the in-service development of specialists as are involved in the pre-service training of teachers. However, in some cases the emphasis may be different.

Different competencies on entrance. Those persons who select to enter a specialist area in education enter the program with perhaps an even wider difference in entering competencies than do persons entering a pre-service program. This difference in entering competencies may demand even more individualization of their program than is demanded for the pre-service student. Assessment of individual competencies upon entrance into a program must be an important facet of determining what new competencies need to be developed by the individual. The assessment should require self-assessment as well as outside assessment of competencies in cognitive, affective and psycho-motor domains.

Level of competency requirements. Many of the competencies required for specialist positions may be more difficult to define and to evaluate than those required for pre-service programs. Success in specialist positions may require more ability to operate in the affective domain which generally has been much more difficult to measure. For example, the need for an attitude of service may be more important to the media person than to the classroom teacher.

Importance of Field Experiences. The field experiences component of PBTE is just as important to those being prepared for specialist positions as it is for pre-service preparation of teachers. The field experience for in-service programs may consist of an internship under the direction of the staff at the training institution. At least three patterns for internship are apparent. One consists of interning without pay, under a professional in a school situation where the experiences are planned to provide needed competencies. The second pattern is a paid internship where the cooperating institutions pay the intern for his efforts. The former has the advantage of giving more control to the training institution since in the latter the cooperating institution expects some returns for the money it pays the trainee. A third possible pattern might be used for students already employed by a school district. Such an internship would allow the student to have supervision while he is doing his work in order to define and practice those competencies for which the field experience is provided.

Learning Modules. Learning modules or packages in some dimensions seem to fit the patterns of graduate education as well as undergraduate education. The pattern in most graduate schools allows for individualized courses whether they be called seminars, readings, self-study, research, or et cetera, with allowance being given for individual difference. On the other hand, the problem of academic freedom for the professor to plan his own courses may create more problems for the graduate students than for the undergraduate student. (Devault, 1972, p. 75). Allowance in the program must be made for the professor to do "his thing" since in the opinion of many professors the student must pursue scholarly pursuits as well as gain those competencies necessary for the specialty which he has chosen.

Recommendations. Institutions of higher education should consider PBTE as one alternative for the preparation of specialists in the various areas of education.

The teacher training institutions have recognized the need to do something about their responsibility for the learning successes or failures of their pupils. The institutions must now assume that student performance is linked with teacher performance. One of the first recognizable facts was the need for new strategies for the professional preparation of teachers, and specifically it meant more attention to the education and training in terms of approaches, follow-up, and performance. Training in the real setting was largely missing from most teacher education programs. Internships and extended training have offered useful and highly valued exposure to reality. Dr. Roberta Anderson, Foster G. McGaw Graduate School faculty member from the National College of Education, is assuming a role of change agent at her school, in the pilot program described below.

A CRITERION-BASED FIELD-CENTERED GRADUATE PROGRAM

Under the directorship of Dr. Anderson, a criterion-based, field-centered graduate level program is being developed in conjunction with participating elementary school districts in Illinois, as a response to the emerging needs of school systems and teachers (Anderson, Feb. 1973). It is felt that involvement in the graduate program affords a unique opportunity for school districts in the area, teachers and college personnel to contribute jointly to the continued professional education of fully certified teachers at no additional expense to those participating in the program than is normally experienced in acquiring or providing quality education.

INSTITUTIONAL OBJECTIVES

The new graduate program's thrust is in keeping with the National College of Education's over-all objectives ascribed to by the total college faculty which are to create and maintain an environment conducive to:

1. the development of intellectual excellence and professional sensitivity;

2. the cultivation of vision and courage on the part of those who teach; and

3. the development of disciplined individuals capable of functioning within the framework of democracy.

The general objectives followed by the Foster G. McGaw Graduate faculty of National College of Education and adopted for the program are:

1. to acquaint the student with the language, concepts, and research methods of elementary education and related fields of study;

2. to acquaint the student with the most recent research developments in child growth and development and newer curricular trends in elementary education;

3. to promote scholarly study by the student in the advanced subject matters of elementary education and related fields of study;

4. to promote original experimentation and action research by the student in both campus and field situations;

5. to promote maturity in the personality and in the professional relationship of the student as he goes about his work in the educational enterprise and in the community life; and

6. to encourage the student to engage in further advanced study leading to continuous personal and professional development.

TWO GRADUATE DEGREES AVAILABLE

In keeping with these stated objectives two graduate degrees are available through this criterion-based, field-centered program:

The Master of Education Degree Program - designed for certified teachers dedicated to children and the development of their learning environment, serves the needs of professional teachers who seek advanced preparation for higher levels of professional competence in the classroom.

The Master of Science Degree Program - designed for exceptionally qualified candidates who are certified and have serious long-term interests in current or emerging educational professional fields, includes course offerings designed to prepare students for leadership positions in administration, supervision, research and as specialists in related fields.

Both degrees require thirty-four semester hours of graduate work. Ten semester hours are required in core courses taught on the Evanston or Urban campus, sixteen semester hours earned through prescribed self-directed involvement in the field-centered experience, and eight semester hours earned as selective and/or elective courses taught on campus or in extention centers. Those desiring the Master of Science Degree are required to write a thesis which receives two semester hours of credit. Those desiring the Master of Education Degree are required to write two research papers (one in education and one outside the field of education) for no additional credit.

Each of the degree programs run for a minimum of either four or five quarters in length depending on the type of experience desired by the student. Specific program requirements involving the field-centered experience is determined with full participation on the part of the individual student, the participating district advisor, and the college coordinator. This joint effort makes the program somewhat different from many other graduate programs.

Seminar attendance is required on the part of both the graduate student and his district advisor. The seminars are taught by the college coordinator and attended by the students and advisors; separately on some occasions, and jointly on others.

In addition to the time spent pursuing learning in the field each student is employed in the participating school district in which he gets his field-centered experience. Students in this program who are called Residents receive half a regular teacher's salary for the year they are assigned to the field-centered experience dimension of the program.

SPECIFIC PROGRAM OBJECTIVES

The specific program objectives adopted for the program by the participating districts, teachers and college are:

1. to provide a criterion-based program of study as a means to meet rising professional standards;

2. to assist the fully certified teacher in acquisition of a specialized knowledge over a period of time through extended contact with school systems, children, and on-going educational programs;

3. to provide for a research service to the participating districts including examination of school organizational patterns, etc.;

4. to provide for a transition period for those personnel returning to the profession;

5. to assist in orientation of new personnel to the school system; and

6. to provide for a structured opportunity for certified teachers to build on their past experiences (student teaching and other).

SPECIFIC INSTRUCTIONAL OBJECTIVES

The determination of specific instructional objectives for each graduate student involved in the program is in progress at this time (summer 1973). Each student the participating school district advisor and the graduate college coordinator must develop these objectives jointly. To assist in this task a first draft copy of the basic format and common language to be used in the program is available, developed by Dr. Anderson, and will be revised as the need arises (August 1973).

OPERATIONAL AGREEMENT

In order to arrive at some operational agreement (between the participating school systems, NCE and the graduate students involved) criteria for selection of specific school districts and personnel (local district advisory personnel, certified teachers seeking master's degrees, college coordinators and the director of the Pilot Teacher Education Program) were established and each of their respective roles defined (Anderson, April 1973 pp. 5-12).

FORMAL AGREEMENTS

In drawing up the formal agreements between the college and participating school districts the following concerns had to be dealt with:

1. Boards of education can make contractual agreements lasting only for the duration of their elected tenure.

2. Special contractual arrangements had to be drawn up with presently employed teachers wishing to participate in the program. Such things as tenure, pension, fringe benefits, movement on the salary schedule and teaching responsibilities had to be agreed upon.

3. Special contractual arrangements with teachers wishing to participate from outside the district who were to be hired for half time pay plus benefits had to be drawn up.

4. Candidates for the program had to be recruited by the college who were also acceptable to the district in which they were to be hired.

5. Local administrators had to be willing to spend the time to work directly with the director of the graduate program.

6. Local teacher associations had to be involved in the final decisions in regard to the acceptance of the program in particular school systems.

7. Facilities had to be arranged for in the school districts to provide for seminars and office space for college supervisory staff.

8. Qualified district personnel had to be identified to serve as advisors.

9. Adequate freedom and sufficient educational resources had to be available for all teachers involved in the field-centered program.

ADVANTAGES - LOCAL SCHOOL DISTRICTS

Some advantages as seen by the local school districts who will be participating in the new program are:

1. a single teacher's salary can buy two certified teachers who work in the district for a year as they pursue a master's degree;

2. recruitment costs can be cut because the district will have an "in house" reservoir of applicants to pick from trained by the district and college;

3. additional certified personnel will be available to the district at no additional expense;

4. certified personnel whom the district knows "first hand" will be readily available to substitute (up to 15 days a year as part of the field experience) for absent teachers;

5. additional certified personnel will afford the districts the opportunity to create new and innovative ways to release full-time teachers to work on district-wide problems and curriculum programs;

6. "experienced" teachers will be available for hire (those who were in the program) at beginning teacher's salaries at the termination of the field-centered portion of the master's degree program;

7. professional assistance for the field-centered experience from NCE faculty will be available on a regular basis at no additional charge to the district; and

8. local research in specific areas, if desired, can be carried out by graduate students under supervision while enrolled in the program.

ADVANTAGES - CERTIFIED TEACHERS

Some advantages as seen by the certified teacher who will be participating in the program are:

1. in several cases there will be no need to leave a present teaching assignment;

2. need to travel long distances to take evening graduate courses will be minimized;

3. acquisition of a more salable expertise based on performance;

4. shorter time spent acquiring quality education due to consolidation of efforts;

5. built-in opportunity for possible future employment and advancement within the district; and

6. opportunity to earn a salary while enrolled in a master's degree program.

ADVANTAGES - NATIONAL COLLEGE OF EDUCATION

Some advantages seen by National College of Education through initiation and participation in the program include:

1. opportunity to educate "in-the-field" educators to the policies and procedures employed in criterion-based teacher education;

2. opportunity to capitalize on relevant learning environments available through this program for use in the continuing education of teachers;

3. opportunity to receive valuable feedback from elementary school educators on the quality of NCE's teacher education programs both at the graduate and undergraduate levels; and

4. opportunity for NCE to obtain ideas from school personnel and students as to what teacher education needs to become inorder to better meet the even changing demands of present day society.

IMPLEMENTATION

Full implementation of the pilot program just described is set for the fall of 1973 with two elementary school districts in DuPage County Illinois participating. It represents one example of another alternative avenue leading to effective in-service education of certified teachers.

B. Othanel Smith, the principal author of the book, Teachers for the Real World, contends that teacher education programs should be designed around competencies to be developed, evaluating students and the program itself on the basis of results--the achievement of the desired competencies. This direction was closely related to the individualization of programs of preparation. Various methods have been suggested for capitalizing on the unique learning capabilities or individualities of students. Among these have been experiments with non-graded schools, ability grouping, team teaching, independent studies, flexible scheduling, non-directive classrooms, and the open classroom.

Mrs. Veronic Grimes, Assistant Professor of Elementary Education at Minot State College, explores the use of demonstration models for in-service education in PBTE.

A NEED FOR PERFORMANCE-BASED TEACHER EDUCATION DEMONSTRATION MODELS:

Educators are now taking a long look at performance-based teacher education. Teachers in-service need to be exposed to PBTE. These classroom teachers feel the need for updating their materials, their methods, and their knowledge about research efforts, as the current revolution in education progresses. Usually, it is not possible, or necessary, for them to take a full block of time away from teaching for becoming informed, for re-thinking, and for "re-tooling", as the succession of movements comes along.

One answer to this need is the use of a demonstration model education setting. A key recommendation to this effect came from teachers attending the seven regional conferences on PBTE, sponsored by the American Association of Colleges for Teacher Education, held between November 1972, and Many 1973. They suggested that in states where PBTE has not been implemented that a model PBTE program be established between a teacher training institution and public school systems, where it might be used for in-service as well as for other purposes.

LIBRARY RESEARCH AND NORTH CENTRAL ASSOCIATION WORKSHOP PRESENTATIONS AND DISCUSSIONS:

Library research reveals very little in this area as the subject is new, and pilot programs have not been in operation long enough to warrant conclusions or recommendations. The 1973 North Central Workshop members have benefited from presentations on PBTE given by Dr. Richard Hersch of the University of Toledo, Dr. Harrison Gardner of Purdue University, and several faculty members and administrators of Ball State University. The 1972 workshop contribution on the subject has been reviewed; the AACTE series of publications on PBTE have been studied; and other writings on the subject referred to in the bibliography have been scanned for ideas. Day long discussions for two weeks, between members of the workshop have made a significant contribution, as several participating institutions have PBTE programs in various stages of implementation.

WHAT A DEMONSTRATION MODEL CAN HOPE TO ACHIEVE

A directed observation program at such a demonstration model could acquaint area teachers with such concepts of education as:

Behavior Modification
Individual Reading Conferences
Materials and Equipment for Individualizing
Interest Centers or Learning Centers
Activity Planning
Large Group Organization and Instruction
Small Group Organization and Instruction
Appraisal of Reading Performance
Appraisal of Written and Oral Communication
Appraisal of Mathematical Performance
Reports to Parents
Instruction in an Unstructured Open Classroom
Reports on Research Findings in Education

All of the above named items are a part of Performance Based Teacher Education.

"Quality control" has come to the foreground whether educators welcome it or not. Accountability is a "fact of life" that will have to be dealt with. PBTE is a form of quality control aimed at establishing competency in teachers. If PBTE were to be demonstrated in a model, such as has been suggested, another whole dimension of teacher education would be added to the model, namely: "What are the competencies all teachers must have?" Educators, themselves, have much trouble defining them. How successful could a demonstration model be in selecting a list of competencies which would satisfy the area to be served? Perhaps specific competencies for a teacher in each classroom with each child is the answer. In this a model would have a chance of success.

Dr. Arthur G. Martin reported at the Associated Organization for Teacher Education Conference held in St. Louis that sixty percent of 144 outstanding educators had agreed on fifteen items from a list of teacher competencies. He considered it "absolutely amazing that this many educators could ever agree on anything." (May, 1973).

At the meeting Dr. Sylvester King asked:

> Are we really searching for a national set of competencies?....Does this suggest that our high powered minds can produce a model acceptable to all? Or -- are we in face recognizing the uniqueness from one geographic region to the next....from one student population to the next....that in fact what we really need to search for is a variety of models--any one being designed for the uniqueness of a given region, school or child....I question that in one single model we will be able to find the effectiveness we are searching for in a system we no longer call a melting pot, but one we describe in terms of cultural pluralism.....(May, 1973).

Generalized types of modules perhaps could be suggested in a demonstration model. The demonstration model could make available to interested visitors its own modules for checking out teacher competencies.

Then what can a model do? Could it encourage and build the idea of the necessity and possibility of being an innovative teacher in each teacher with whom it made contact? Then each teacher, each prospective cooperating teacher for student teachers from the teacher education institution, would build his own competency-based program for his own situation.

He could begin by going down the list of areas of instruction in an elementary classroom or his subject area. The modules would change as the year progressed, for example, from adding like fractions to adding unlike fractions. As reading word attack skills were mastered by certain children, new modules would be built to check performance in teaching further skills. After initial presentation as the range of achievement spread in a group, new modules would be needed.

Models could be present in every public school building; each teacher designing his own modules and exchanging them with colleagues. There is a very large "gap between language and deeds." Setting up competency modules for teachers is a gigantic task. It will take the work of many "good" teachers, adapting the criteria to their own classroom needs. Teachers do have a part in teacher education. As they help initiate the new ones, they must inevitably evaluate themselves.

Conclusions and Recommendations

The PBTE modules developed by an in-service teacher, who is likely to be cooperating teacher, would be a definite base for conferences with the college supervisor and the student teacher. Each of these would have input and would evaluate. In-service education of the cooperating teacher in PBTE would come about as he worked with the student teacher and supervisor.

The student teacher would have a sequence of competencies to master. He'd know what the competencies were to be at the beginning of the course. They would be a means of self-evaluation as he asked himself: "What am I now confortable with, and what have I left to learn or to apply by performance?"

Ideas from Dr. Leslie Mauth's "Reflections on Teacher Education" (June, 1972) are included in the conclusions and recommendations suggested in this paper. The suggested system would allow for "the current tendency to allow increased variety of choices and vehicles to meet the requirements." However, at the same time, it would be competency-based with standards to meet, some based in measurement, and more awareness of outcomes. It would be a happy combination of PBTE, modern methods, and the best of successful older methods.

Only the people in the classrooms can know the explicit jobs that need doing and build the plan. Such a plan would tend "to fix the responsibility for teacher performance" so that at the completion of a course the cooperating teacher with his college supervisor could give "a personal endorsement to this candidate."

The young teacher's certificate would become "more indicative of adequacy in teaching competence, not just of subject matter mastery."

> A young teacher would not have the attitude of "just trying" but rather of "needing to accomplish" the teaching task. He could better analyze where he needed help and proceed to get it. Both cooperating teacher and college supervisor would be able to "apply professional judgment" more effectively. Varying rates of progress would be possible. It would be a further step toward merging laboratory experiences and methodology in the professional component in an actual classroom setting with the classroom teacher significantly involved. (Mauth, 1972).

Another major direction of change described in the book, Teachers for the Real World, is the establishment of a new kind of partnership among colleges, schools, and the communities they serve. (Smith, 1969). Also required are new partnerships or consortia and roles for college teachers, school teachers, community people, and school and college students. It is accepted that neither the school nor the college can do the job alone. Dr. Dennis Schroer, Laboratory School Principal, Eastern Oregon College, will examine this new relationship and the changing roles of personnel as it applies to an individualized in-service program:

Rationale:

The program description to follow is not intended to be comprehensive in nature but rather to highlight certain important elements of an in-service program.

In many instances in-service teacher education programs are based upon the supervisors' or administrators' perception of the curricular needs of a school or upon the course offerings of a local university. The difficulty arises that the supervisor may accurately perceive the needed improvement of a particular program, but if teachers do not share this perception or is not high in the teachers' set of priorities, of problems, there is some evidence to suggest that the effectiveness of in-service programs designed to change teacher behavior is limited. (Sciara, 1972, p. 4). The in-service program should be based upon the premise that teachers and administrators at the building level must be the people identifying problems which form the content for any in-service work.

The teacher must be ready to learn. That is, the teacher is motivated to work toward acquiring some new competency. The in-service project should involve only the teachers who voluntarily declare an interest and desire for involvement.

When a particular teacher or group of teachers have expressed a readiness to work toward a particular goal, a prescription for appropriate training should be offered. Ideally, training will be aimed at specific competencies that are self-paced, include evaluation and provide for practice with feedback.

Procedure:

Acting on the assumption that teachers know best the problems which beset them and that the identification of such problems would seem to be the best content for upgrading teaching performance, a procedure should be established for determining the problems encountered by teachers. Two approaches are described. The first approach consists of the administration of an instrument which would survey teachers as to areas of difficulty commonly reported by teachers and researchers to be areas of difficulty for teachers. Teachers would indicate the level of intensity of their interest to the various statements in the instrument. As a check against the validity of the survey, interviews could be conducted by the college consultant.

The second approach would stress the initiative of the public school for identification of problem areas. At the building level, schools would determine the general objectives for the in-service program. College personnel would then participate in the joint planning of the specific competencies, practice activities and evaluation.

Acting on the assumption that teacher attitude toward in-service education has a direct effect on the effectiveness of such programs, a pre-test of teacher attitude toward in-service might serve as an adequate discriminator in the selection of teachers when only a limited number of teacher-participants are desired.

Each college consultant responsible for a module should have demonstrated competency in that area and in previous in-service work. Modules would be conducted in both group and individual sessions. Practice and evaluation of competencies should take place in the classroom whenever possible. In other cases, classroom problems identified by the teacher would have to be discussed and encountered in a group situation.

College consultants are to work closely with building administrators involved, keeping them informed of the areas of concern and study as it evolves in the modules. Materials distributed in teacher group sessions would also be given to the principals. Generally, principals should not attend in-service meetings with teachers. The separation allows teachers the freedom to be more open in the expression of concerns and in revealing weak areas. The principals should have opportunity to identify their problem areas and be involved in administrative in-service work.

Instructional Module:

The instructional modules prescribed for individual teachers and small groups would be flexible as to time involved and amount of college credit earned. The modules would consist of three basic elements: (1) objectives which pinpoint specific competencies, knowledge or attitudes which the teachers can expect to acquire as a result of pursuing the practice component, (2) the practice component should provide for or suggest activities, information and practice with feedback which are useful in acquiring the competency, and (3) the evaluation component will measure the extent to which each skill is acquired (A.S.C.D., 1971, p. 10). It is understood that a performance based approach presently has limitations and should not be stressed to the point that in-service work does not fit the needs of teachers.

James M. Cooper, Director of Teacher Education, University of Massachusetts, has identified a real problem that exists in the organizational pattern of our schools that results from the lack of differentiation of the roles which teachers might play.

> "We never find out what special educational talents a teacher has, and we never diagnose what skills he should have but does not. Without this knowledge, we cannot decide on the structure for a rational in-service training procedure which will develop his own uniquely beneficial competencies." (November, 1973).

Cooper continues to tie this problem into a problem of retention that cannot be solved by in-service training but by a reorganization based on a performance based concept that would identify the special needs of the classroom teacher.

The Chairman of the In-Service Committee, Mrs. Irene M. Wright, Dean of Instruction at Harris Teachers College in St. Louis, explores this need to change the present organizational structures in order to provide meaningful in-service training to teachers who are now able to become upwardly mobile within their chosen professional area of teaching and the relationship of differential staffing to in-service training.

What is Differentiated Staffing?

In recent years, the concept of differentiated staffing has been proposed as a possible solution to the economic crisis in education, the need for multi-cultural input in the classroom and the ineffective utilization of the professional teacher in the classroom. However, the concept has been resisted for one reason or the other - maybe because of lack of understanding of the concept or the professionals' fear of losing their job security. With the advent of performance-based teacher education as another solution to the problems in the training of teachers, differentiated staffing is again proposed as a desirable program component.

One may describe differentiated staffing as an educational innovation designed as a means to an end: the attempt to keep outstanding teachers in the classroom, together with the idea of trying to match teaching objectives to student needs. English and Sharpes (1972) describe the philosophical foundations of differentiated staffing and its gradual evolution from a highly structured model to a flexible, student-oriented framework. The numerous problems and difficulties involved in inaugurating such a program in a traditional school system are enunciated and four versions of differentiated staffing are identified by the authors.

What Can Differentiated Staffing Patterns Do For PBTE?

One of the ideas that ties into the PBTE concept is that "staff differentiation appears to be an enabling innovation, that is, it permits things to happen within new structure..." (English and Sharpe, 1972). The hiring of paraprofessionals, interns, and associate teachers may free the staff teaching of some non-teaching duties in order that flexible scheduling, use of paraprofessionals, individualization of instruction will be maximized. Like pupils, different teachers have different

interests, talents, and commitments. Yet, they are commonly expected to perform the same or highly similar tasks. This job of the generalist teacher is becoming increasingly unmanageable. The range of expectations of our secondary teachers is overwhelming. With a plan for differentiated staffing, the teacher's strengths and weaknesses for a specific teaching role would be diagnozed and on the basis of the performance criteria the entry point to the teaching level would be determined. Selection for particular vacancies would be dictated by a demonstration of competencies. (Burdin and Reagan, 1972).

Taking into consideration the differences in learning styles and rates, alternate training strategies can be designed for each performance criterion. This necessary in-service activity will directly relate to the teacher's improvement in the classroom. This would provide a positive incentive for on-going in-service activity and it would be possible for the learning to take place during the work day and in the classroom. While there may be a need to leave the training facility for some specific experiences, alternative strategies could be designed for the classroom. (Burdin and Reagan, 1972).

How Will A Differentiating Staffing Plan Aid In The Selection And Retention Of Teachers?

The greatest impact on the learning situation is the retention of some talented teachers in the classroom for longer periods than if they were promoted out to sub-level or middle-management positions. It also means that someone (no one has fully agreed upon who that someone will be) will select those teachers of potential mastery skills and competencies for an effective role in the teaching hierarchy. Education has been slow to provide the more powerful career patterns for substantial numbers of their teachers within the teaching ranks. There are almost no choices for the "good" teachers who seeks new and interesting activities within the teaching profession. There is the possibility of succeeding to the administrative or supervisory ranks and become disassociated from most direct contact with children and youth.

It seems logical that teachers should be able to develop strong careers as teachers by becoming teacher leaders or teacher specialists or teachers of teachers and function as a leader of new members of the profession. This would permit the master teacher to continue to work directly with pupils in highly specialized ways such as diagnosing learning dysfunctions and prescribing teaching strategies for correcting them. Other professions have incorporated the concept of the career lattice which allows for more entry levels. The lattice idea combines horizontal and vertical movement. On a lattice, one might move vertically or horizontally as his change in training level, interest and expertise dictates. There would be the choice of becoming involved in a single discipline, subdiscipline of teaching strategy (small group, inquiry teaching, interpersonal behavior development).

With the consortia arrangements being developed between the training institutions and the school systems, there is a need for liaison personnel and clinical professors. PBTE programs are dependent upon these cooperative arrangements between schools and colleges and other community agencies which have led to the suggestion that differential staffing may be one of the

solutions. Varied career lines or hierarchies have been suggested for master-level teachers, interns, provisional and permanently certified teachers, or teacher trainers. Efforts have been made to define explicit competencies of educational personnel within the designated career line.

Kevin A. Ryan (1972, p. 73) takes the position that instruction in specific teaching skills should supplement a core teacher education curriculum. Performance in such specific skills and competencies would become the criteria for selection and advancement in pre-service education and later for positions on a differentiated staff--of course, this would require an on-going in-service education for skill specialization and specification.

How Would The Changing Role Of The Teacher In PBTE Be Affected By A Differentiated Staffing Plan?

The California Council on Teacher Education (1952) formulated the six-role responsibility of a teacher:

A Director of Learning
A Counselor and Guidance Worker
A Mediator of the Culture
A Member of the School Community
A Liaison Between the School and Community
A Member of the Profession (Kinney, 1952)

Prior to recent efforts, the teacher education institutions targeted the first three roles for their main curricular focus. When we examine the last three roles it is evident that the curriculum developers have been guilty of "benign neglect." Yet, when we focused on these major roles, there was a failure to analyze or break down the differentiated functions performed by the various classifications of teachers, nor did they consider the fast-changing responsibilities that innovation and change have brought to the profession. More than ever before, the roles of the teacher have changed, particularly as they apply to the direction of learning activities. Travelstead refers to the use of differentiated staffing in the field of education in this way:

> It appears that a similar development is taking place in education. After the practitioners in this profession satisfied themselves and the public that teaching is, indeed, a profession, and that those properly prepared for it are "respectable" and professionals, they began to recognize (and are now willing to admit) that paraprofessionals (persons having considerably less education than the regular teacher) are able to do very well many things to enhance the education of children and youth. When these paraprofessionals are thus used, the regular or master teacher is freed to do more of the things for the learner which others cannot do. (1969, p. 49).

The accelerated use of educational technology in PBTE has done much to change the role of the teacher. The present and future emphasis given to the multi-media approach is affecting the functions of teachers. Stake points this out in the following statement:

> What will the typical classroom teacher do? His will be a changed role as Engler says. The primary responsibility of most teachers will be as learning monitors - observing progress, diagnosing trouble, suggesting changes. Some teachers sometimes will be scheduled to teach, to counsel, to administer...All will play adult-role models, according to their wont. All will have roles - sometimes redirected by the curriculum-control-station in that subculture within the school. But mainly the teacher will be an evaluator, sensing the progress and shortcoming of the operation and generating feedback to the curriculum control center. Students, administrators, and parents will also provide various feedbacks. The most gifted teachers will have greater opportunity for setting aside pre-planned instruction and socialization and greater responsibility in devising a substitute. The less gifted teacher's advice will carry less weight. (Stake, 1969, p. 304).

How Would In-Service Programs Be Strengthened By A Differentiated Staffing Plan?

Turner (1972) has identified four conditions which must be met in order to facilitate the acquisition of specified teacher competencies: measures of competency, instructional materials, opportunities for practice, and the development of incentives to motivate the acquisition of knowledge and skills. He points out that the major difference between the designs of pre-service programs and in-service programs is the matter of incentives. Pre-service teachers are motivated by the need to acquire certification in order to seek employment. In that case, it may be desirable to introduce additional certification requirements for more experienced personnel.

The proponents of differentiated staffing are suggesting that a new type of certification for specific and/or specialized expertise may help to circumvent the old concepts of experienced teachers "who are fully certified"--possessing "terminal" competencies. Thus, the justification for reorganizing the school staffs is one of the incentives. Adequate incentives will help the teacher elect to build upon her existing knowledge and skills and to encourage the developments of new knowledges and skills.

Davies (1970, p. 3) has observed that we shall not overcome education's inadequacies simply by revising the curriculum, relying upon technology, or increasing the level of funding. We shall do it he contends, "by taking a hard look at a variety of people who can be trained to augment the teacher's work, leaving him free to teach...by more

effective staff utilization...and by developing cooperative efforts that link the schools with the institutions that train educational personnel." (1970, p. 3).

The promises are logical. Unfortunately, the mere changing of staffing patterns will not necessarily improve instruction or guarantee that anything will be done differently. The additional time must be used wisely and a change from how things were done must be evident. Substantial changes must occur along with a change in organizational structure.

Are There Possible Pitfalls In Plans For Differentiated Staffing?

There are many unanswered questions and a few "obituaries" of programs of differentiated staffing that have passed away. Some of the questions should be carefully examined. How do you use this system to enhance faculty morale? Who determines the selection and promotions of staff? Will the plan have the backing of teacher unions and professional organizations which question the whole concept? How do you know that learning will improve under this system? How can rapport between the public and its school teachers be increased through this pattern? Will differentiated staffing problems reenforce the problems of PBTE programs instead of the promises?

The performance-based teacher education approach was hailed in its initial stages of development because it questioned courses, credits and grades as exclusive predictors of good teaching. With its emphasis on alternative routes and actual performance - there was great promise. Yet, questions are now being raised about the students becoming the "slaves" of the system of performance rather than the masters. The programs are self-contained, sequential and highly mechanistic in their emphasis on criteria, competency development, and behavioral evidence - the "individual" must follow the prescribed curriculum. Where is the freedom that was promised?

Much reform in teacher education risks excessive specialization. When we exhort students to cultivate practical, demonstrable, and measurable technical competencies, the danger is always great that we minimize or ignore competencies that, at a given time, do not appear to be immediately "relevant" to classroom teaching, counseling, or administration. (Nash and Agne, 1971, p. 47-56).

The rationale for new abilities on the part of teachers have led educators to suggest experimentation with the basic concept of staff differentiation. It appears to offer a plan for recruitment, induction, and continuous education and reeducation of staff personnel for our schools. This concept presents a much broader range of manpower to education. There are still questions about what types of staff with what kinds of abilities are required to promote appropriate pupil activities for accomplishing stated objectives of schooling.

In the final analysis, one must agree with Hansen:

> Although it has been said...that most change does not take place in educational organizations

> or educational enterprises as such, but in the people who are affected, it is still necessary to devise an organizational pattern that facilitates rather than blocks change. (Hansen, 1968).

The professional teacher is constantly seeking ways to improve himself. Education to him is a continuous process of adding to knowledge and skills and keeping abreast of advances in subject matter and ways and means of teaching effectively. This process of on-going study and development, places pre-service and in-service on the same continuum. The questions raised and some questions that are answered by the PBTE concept is not adequate. This feeling has been expressed by Dr. Robert Hutchins in an address at Harris Teachers College, April 28, 1973:

> The object of education is to help people develop their human powers.....If we could formulate an educational program satisfactory to us and had the power to institute it, we should have to expect twenty years at hard labor to make it the American educational system and twenty years more to show whether we were right or wrong.
>
> The educational problem is an especially difficult aspect of the general problem of permanence and change. Education takes time. In a static society, if there ever was such a thing, one could proceed on the railroad theory of history, which extrapolates the requirements of the present and, proceeding at a predetermined rate, meets them at a predetermined date. No such theory can be applied to the United States.....In such a society we cannot think of education as a means of getting the young ready for something. We have to think of it as a means of getting them ready for anything that may happen, and what is most likely to happen is what we least expect. (Hutchins, April, 1972).

The present day educator must question what kind of educational program will help teachers to face new situations and solve new problems, that is, situations and problems for which they have not been and could not be directly or specifically prepared.

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AN ABSTRACTION

by

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The individual report to follow reflects the endeavors on the part of one NCA workshopper as she pursued her college's assigned task. The assigned task was to be involved in activities relating to the development of objectives and a competency system for a new master's degree program for fully certified teachers. The design and intent of this program is discussed in detail in the group report entitled "In-Service: Relevant Growth for Teachers Throughout Their Careers" written by Wright, Anderson, Schroer, Smelser, and Grimes appearing in this same publication.

Considerable time was spent in interviewing workshop speakers, participants, and members of the Ball State University staff who had information and/or expertise that related to the assigned task. The following persons contributed measurably to the crystalizing of plausible routes for determining objectives and possible systems of initiating a competency (criterion) based graduate program:

Dr. Richard Hersch, University of Toledo;
Dr. Harrison Gardner, Purdue University;
Dr. Louis Fillinger, Fort Hays Kansas State College
Mrs. Veronica Grimes, Minot State College;
Dr. Lawrence Smelser, St. Cloud State College;
Mrs. Irene Wright, Harris Teachers College;
Dr. Robert Koenker, Dean of Graduate School, Ball State University
Dr. Ethan Janove, Director, Institute for Community Education Development, Ball State University;
Dr. J. S. Rawlings, Dean of Continuing Education, Ball State University;
Dr. Don Lyon, Department of Educational Administration and Supervision, Ball State University; and
Dr. John Strouse, Department of Secondary, Adult, and Higher Education, Ball State University and Co-Director of the NCA Workshop.

Other sources consulted were materials previously written for the new program (proposals, agreements, etc.), program materials written by Dr. George A. Redfern et al (May, 1966) and Hersch et al (1973). The Criteria Scale IOTA, put out by Purdue University (Bolen et al, 1964) and books and articles written by: Davies (1973), Bowles (1973), Keeton (1972), Reagan et al (1973), and Rosner (1973, who all had their own ideas on how teacher performance ought to be judged, were reviewed. Personal materials on the New School of Behavioral Studies in Education, University of North

Dakota, Grand Forks, North Dakota (news clippings, memoranda, articles, etc.) shared by Veronica Grimes were of significant help in providing insights into the pitfalls or initiating a new program.

This investigation led to the completion of the first draft of "A Handbook for a Master's Degree Program - In Residence" (Anderson, August, 1973). Previously written sections of the handbook were polished and new sections were added to round out the information needed.

The resultant Handbook for A Master's Degree Program - In Residence contains:

1. An Overview of the Program -
   a. Purpose
   b. Institutional Objectives
   c. Program Objectives
2. Regulations and Qualifications
   a. Degree Program Requirements
   b. Criteria for Selection of Elementary School Districts and Personnel to Participate in the Field-Based Experience
3. Program Time Schedule
4. Resident Centers
5. Program Calendar
6. Role of Personnel Involved in the Field-Based Experience
7. Criterion-Based Evaluation
8. Areas of Performance
9. Resident/Advisor Worksheets
10. Evaluation Reports
11. Record of Graduate Credit Earner-Program Options
    a. Master of Education - In Residence with Specialization in:
       (1) Educational Supervision
       (2) Curriculum and Instruction
       (3) Reading Education
       (4) General Special Education
    b. Master of Science Degree Program - In Residence with Specialization in:
       (1) Educational Supervision
       (2) Educational Administration
       (3) Reading Education
       (4) General Special Education
       (5) Curriculum and Instruction

A future task will be the preparation of course outlines for the two required seminars taught by the college coordinator; one seminar for Residents (fully certified teachers pursuing a master's degree program while in residence in a local school system) and one seminar for District Advisors (full time certified teachers from participating districts who are assigned to work with Residents). The reader is reminded once again to refer to the In-Service Group Report previously mentioned for detailed information on the program covered in this individual report.

The material put out by the University of Toledo (Hersch, et al, 1973) should be of some help as should the IOTA Criteria Scale from Purdue University (Bolen, et al, 1964) in developing the format and content of the two seminars mentioned above.

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ACCOUNTABLE FOR WHAT?

by

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Behavioral objectives, performance based teacher education, and competence based teacher education are titles used synonymously in teacher education in regard to accountability. The instruments or methods connected with these titles are being used nationally to measure teacher

and student performance. These performances are closely tied into identifying effective techniques for planning and developing systems. Why people behave as they do is difficult to either measure or understand. What teachers and students should be accountable for is equally hard to project. The following statement illustrates the uncertainty:

> When I teach, I try to know each learner and let him know me. I trust that what I am, coming together with what he is, will nourish growth in both of us. I can never know what my presence will nourish or block in another. But I have no choice. What can I give others than what I am? If he does not learn as others expect he should, can you judge me by that? Who is accountable, and for what? (Suehman, March, 1973, p. 58)

What should individuals learn? Who has the right to determine choice for the student? One realizes that judgments or decisions have to be made and the most clearly defined way of establishing goals is by experienced people developing objectives. These objectives are considered to be best in terms of molding (or manipulating) the student into proper institutional behavioral patterns.

To further relate the questionability of developing objectives, an illustration from the book The Little Prince, seems appropriate:

> ....Grown-ups love figures. When you tell them that you have made a new friend, they never ask you any questions about essential matters. They never say to you, "What does his voice sound like? What games does he love best? Does he collect butterflies?" Instead, they demand: "How old is he? How many brothers has he? How much does he weigh? How much money does his father make?" Only from these figures do they think they have learned anything about him. (De Saint-Exupery, 1943, p. 17-18)

Survival in the world requires some of the more cognitive objectives. But what is the most important area of measurement? Can choice or judgment of the teacher be evaluated when objectives are developed? What are the important goals in education? Do these goals foster change or do they still limit some of the real feelings of students? How do we measure feelings?

When developing objectives for accountability, individuals should take into consideration not only the measurable items, but what a student can do in terms of performance. De Saint-Exupery further illustrates:

> "If I ordered a general to fly from one flower to another like a butterfly, or to write a tragic drama or to change himself into a sea bird, and if the general did not carry out the order that he had received, which one of us would be in the wrong?" the king demanded. "the general or myself?"

> "You", said the little prince firmly.
>
> "Exactly. One must require for each one the duty which each one can perform," the king went on, "accepted authority rests first of all on reason. If you order your people to go and throw themselves into the sea, they would rise up in revolution. I have the right to require obedience because my orders are reasonable." (DeSaint-Exupery, 1943, p. 38)

Objectives have to be reasonable. Who is accountable and for what?

Educational practices and procedures operate in the same way as any other American institution. Institutions have been credited with presenting some of the greatest stumbling blocks in the path of education. Our present American way of life has followed a definite pattern of traditional behavior. These institutional patterns of behavior, even if some do seem to hinder, are accepted as the American way of life. Present institutions are the best we now have. Any change in traditional styles that tries to exercise rights outside the 'club' has in the past been branded as different. Will accountability follow these patterns?

Critics of teacher education - Holt, Postman, Herndon, and Goodman, to name a few - are plentiful in the United States. Most of them tend to stand at a safe distance from places where teachers are educated. Radicals, such as Rubin, in his book, Do It, and Hoffman, in his book, Revolution for the Hell of It, have stated in drastic terms that institutions, including schools, should be completely destroyed. Most critics advocate that complete change is necessary before any desired effect can be accomplished. Our basic philosophy of education has been strong, and destruction of basic institutions is the wrong approach to improving educational systems. Change has to take place through established institutional channels.

Behavioral objectives, in regard to accountability, have been pushed from the top downward upon teachers instead of being developed upward from the grass-roots level. Many of these procedures reinforce institutional behavior instead of bringing about change. Combs, in an interview, relates:

> One of the saddest aspects of the current press for behavioral objectives is the contribution it makes to the further demoralization of teachers. Citizens these days are demanding change in education, and well over due. Unhappily, pressure can also destroy morale. (Bhaerman, Feb. 1973, p. 23)

Combs further states:

> Teachers already have too much to cope with. And now in many school systems it is proposed that they must add behavioral objectives to their already heavy loads.....legislators, national funding organizations, state and local school boards, administrators,

> and supervisors today are caught up in the belief that behavioral objectives will make a businesslike operation out of our public schools and surely save us all. Unfortunately, what teachers need today, in my opinion, is not more pressure, but more time to work with pupils... (Bhaerman, Feb., 1973, p. 23)

True, planning has to take place. Many trends in education can be measured in a positive fashion. However, many plans being pushed from top-down are bringing dehumanization into the classroom.

How can behavioral objectives bring accountability into the measurement of human interaction? Combs, Avila, and Purkey, relate:

> Next to our beliefs about ourselves, perhaps no others are more important than those we hold about what people are like and why they behave as they do. These provide the bases for every human interaction. In fact, they do more. Involvement with other persons is such an important aspect in our lives that our beliefs about the nature of people and what they are seeking determines in very large measurement our successes or failures in life. (Combs, Avila, Purkey, 1971, p. 62)

You say we cannot measure accountability by human means. Let's stop kidding ourselves - planning objectives, identifying competencies are most important. Thank heavens for individuals who have the ability to 'bootleg' methods of change into institutions. Indeed these individuals are special people.

One still asks, however, who is accountable, and for what?

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THE EFFECT OF CLASS SIZE ON TEACHING PERFORMANCE

by

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Research has shown that it seems illogical to treat class size separately from method. Among the earliest and most comprehensive programs of college teaching were the monumental studies of class size conducted at the University of Minnesota during the 1920's. These studies pointed to the conclusion that large classes are actually superior to small classes. Fifty-nine well-controlled experiments were reported by Hudelson (1928). The experiments involved such widely varying subject matters as psychology, physics, accounting, and law. In forty-six of the experiments, results favored large classes. Although many of the differences were not statistically significant, such differences favored large classes. In these experiments small classes averaged 25 to 30 students, but in actuality they ranged in size from 12 to 60 students, while large classes ranged in size from 35 to 150. Extreme differences in size were no more favorable to small groups than were the small differences.

More recent experiments have been less favorable to large classes in their results. Rohrer (1957) found no significant differences when retention of knowledge was measured one to two years after completion of the courses. Large size classes did not prove to be significantly inferior to small classes in any one course. However, in eight of the nine courses compared, the differences favored the small sized classes (Siegel, Adams, and Macomber, 1960).

Nachman and Opopchinsky (1958) found a small class to be superior to a large class in performance on surprise quizzes, but the two sizes of classes were not significantly different on the final examinations for which the students prepared.

Despite the lack of conclusive experimental support for their position, most college professors still believe small-sized classes to be superior to larger ones. For example, the professors at Miami University felt that large classes were about equal to small classes in covering content, but were inferior in achieving other objectives. The argument goes further; and, as Hudelson suggested, a large class may have sufficient motivational value for an instructor to cause him to spend more time in preparation of his lectures and thus can produce better teaching and greater student achievement. But if the effective lecture involves interaction between instructor and students, then the large class may be inferior even for lectures due to the fact that laboratory experiments suggest that fewer students raise questions or interpose

comments in large classes than they do in small ones.

Research in college courses using television classes with no discussion sections found that size of the group made no significant difference in the academic achievement of the class whatsoever (Vincent et al., 1960; Richman, 1965).

One of the earliest experimental studies on college teaching was that of Edmonson and Mulder (1924) on class size. This study was conducted in an education course in which there were two sections: one of 45 students and the other of 109 students. Both sections were taught by the same instructor in order to control the possible effect of instructor differences, and both sections used the same text and took the same tests. The discussion method was used in each section. Forty-three students in each class were paired on the basi of intelligence and past experience. This pioneer study led to the con lusion that class size is not a significant variable in effecting student learning as measured by the usual course achievement tests, although students preferred the small class (if 45 can be considered a small discussion group).

As in the size experiments reported in this paper with regard to the lecture method, there seems to be little theoretical reason for the choice of class size in this experiment. There is, in fact, some doubt as to whether either of the sizes chosen is optimal for discussion groups. However, similar results were reported by Hudelson (1928) when using classes of 20 and 113 in an education course, and also by Brown (1932) in comparing psychology classes. In fact, using special team procedures, Brown produced a slightly better achievement level in a group of sixty than was obtained from a discussion class of twenty-five. Support for small classes, however, comes from studies of the teaching of French conducted by Cheydleur (1945) at the University of Wisconsin between 1919 and 1953. With hundreds of classes ranging in enrollment size from nine to thirty-three, Cheydleur found the smaller classes to be consistently superior in the departmental examinations, with reliabilities of .72 to .95. These departmental examinations correlated about .8 with standardized tests of achievement in French. The only thing that is obscure in Cheydleur's report is whether or not some selective factor could have been operating.

Mueller (1924) in a pioneer study also found the smaller class to be more effective in an experiment comparing elementary psychology classes of twenty and forty students. A study of Schellenberg (1959) in a Western civilization course suggested that even the smallest groups in these studies may be above optimal size. Working with discussion groups of four, six, eight, and ten students, he found higher satisfaction and higher instructor grading in the smaller groups. While Schellenberg recognized that grades are an unsatisfactory criterion since the instructor's judgment may alter from section to section, he referred to laboratory studies of group problem-solving which pointed to optima in the range of a four-to-six person group. By contrast, however, one study indicated that group dynamics suffered whenever the class size dropped below five members.

From the standpoint of theory, one might expect increasing class size to have two effects. One of these would be an increase in the resources available to the group in knowledge, different approaches to the problem, and ability to provide feedback. The second sequence of a large

size class, however, is likely to be a decreasing ability to explore the total resources of the group because of the difficulty in obtaining a contribution from everyone. Further, with increasing size, group members are likely to feel restraint against participation (J.R. Gibb, 1951). The consequences of increasing feelings of threat in larger groups is that group participation is increasingly dominated by a few people. In Princeton classes of four to twelve students, Stephen and Mishler (1952) reported that increasing group size was related to increasing instructor dominance. Thus group size becomes a much more relevant variable in classes taught by discussion than it is in those taught by the lecture method.

Studies in the psychology of personality have shown that maximum personality development occurs in situations involving intimate pupil/teacher relationships which would seem to imply small class size (Richey, 1968). Studies have also shown that teachers of small classes tend to invent and adopt new practices, tend to give more individual attention, and to show greater understanding of the individuals, and tend to use a greater variety of teaching methods than do teachers of large classes. (Shane, 1961; National Education Association, 1968a).

However, studies have also shown that students in small classes tend to be more rude and discourteous, while students in large classes tend to share information with their peers more readily than do those in small classes (National Education Association, 1968a). There is also evidence that the student who is physically, mentally, or culturally different does significantly better in a small-size classroom than in a large one (Kehler, 1966).

Summary

It can be stated, therefore, that large lecture classes are not generally inferior to small lecture classes if one uses traditional achievement tests as a criterion. However, when other objectives are measured, then large classes tend to be inferior, as shown by the studies discussed earlier in this paper. Moreoever, students and faculty members feel that teaching is more effective in small classes; and, regardless of the validity of these feelings, any move toward large classes is likely to encounter strong resistance. The research results provide little basis for any specific answer to show what is the role of the lecturer in higher education.

Probably of more significance than class size per se is its relation to the teaching method used. For example, it might be stated that class size is of minimal relevance in teaching by television, of slight importance in teaching by lecture, but of considerable significance in discussion teaching. One unplanned consequence of increasing class size may be a restriction upon the teacher's freedom to vary his methods to fit his objectives.

A definitive answer to the question of optimum class size or pupil/teacher ratio cannot be found amid the mass of research data on the topic available at the present time. By using a multi-dimensional and a multivaried approach to research in the area, educators will perhaps be able

to make decisions and judgments on a sound empirical basis rather than on a subjective formula. It does appear likely, however, that decisions regarding class size will always be closely related to and dependent upon educational objectives, methods, curricula, and organizational patterns.

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WHAT DO DROP-OUTS TELL US?

by

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College administrators, faculty and parents have been concerned in recent years about the college drop-out problem. Most of the drop-outs have left the institutions in their freshman and sophomore years. The drop-out rate has been unusually low in professional schools, which have selective admission standards. Students who were admitted to programs in education usually had the capacity to complete their programs. Most institutions who train teachers have had a small drop-out rate among their education majors. It would be interesting to compare the characteristics

of teacher trainees who drop out before finishing a program and those who complete a program and receive degrees and teacher certificates.

The professional literature contained the reports of many studies of high school and college drop-outs. Most of these studies dealt with the drop-out of the general student at the freshman and sophomore levels. The examination of a few of these studies gave a relationship to teacher-education drop-outs because all teacher-education students must progress through the general studies programs. These studies could serve as models for studying the problem in teacher education.

Rossman and Kirk (4) compared several characteristics of persisters, voluntary withdrawals, and failures in a typical freshman class at the University of California at Berkeley. They found the voluntary withdrawals had higher verbal ability as measured by the School and College Ability Test and were more intellectually oriented than the persisters. The voluntary withdrawals exceeded the failures in verbal and quantitative scores. The male voluntary withdrawals were often involved in protest movements supporting civil rights and opposing the Viet Nam war. This group quite often became involved in off-campus politics. The voluntary withdrawals cared very little for athletics. The female withdrawals did not care to compete for grades and were not practically oriented. The withdrawals felt that individual creativity was important, but they disliked student government and formal religion.

Jaffe and Adams (3) found that persistence related to the type of high school program attended. They found those students who had pursued college preparatory programs in high school had a college drop-out record of 5 out of 20 while those from other programs dropped out at the rate of 12 out of 20. These researchers found the college prep students were 3.5 times more likely to enter college. Self-image, a phase of this study, proved a factor in producing better grades. Eighty per cent of those who had strong self-images had better grades. Good self-images seemed to be related more to college entrance than the socio-economic variables.

Hannah's (2) comprehensive experiment done with the Omnibus Personality Inventory, the SAT, and the ACT Tests using student populations on thirteen private colleges throughout the country gave much information about the characteristics of college persisters and drop-outs. The listings of categories of characteristics by persisters, drop-outs and sex are given below:

A. Drop-outs, both sexes

1. think at a less simplistic level
2. exhibit greater tolerance for ambiguity and experimentation
3. tend to express impulses in terms of overt action
4. are more hostile, aggressive, and anxious
5. tend to create poorer personal impressions

B. Drop-outs, female students

1. are more independent

2. tend to express hostility and aggression
3. are more apt to withdraw from social contact and responsibility

C. Persisters, both sexes

1. are likely to have significantly higher scores as measured by standardized aptitude tests
2. are likely to have less tolerance for diverse thinking
3. are more confusing
4. have a greater tendency to accept authority
5. are less apt to express hostility and aggression
6. have lower anxiety levels
7. are more cautious

This study seemed to show that personality variables determine much of the behavior of college students.

Hackman and Dysinger (1) in a study done with students from three midwestern liberal arts colleges found that the persisting students seemed to be more strongly committed to getting an education whether or not they had the aptitude or not. Their research seemed to show the student's strong commitment to education was related to parental attitudes and values about higher education.

Starr, Betz and Menne (5) investigated a measure of college student satisfaction as measured by the College Student Satisfaction Questionnaire, Form C using a sample of 1,968 university students. They found that the compensation and satisfactoriness scores seemed to differentiate between the persisters and the drop-outs. It was reported that the drop-outs felt they put more into college than they received. This study indicated that it is important for a student to have a feeling of satisfaction in his college experience.

The studies reported in this research were not done precisely on student populations in teacher education since these were studies completed on lower-division students. The results of these studies showed clearly that failure and dropping out of college are associated with personality deviations as well as poor aptitudes to do college work.

Results

This study found that the drop-out in some instances is brighter than the persister. It was revealed that some of the drop-outs were non-conformists. One study revealed that there were fewer college drop-outs if the students completed college preparatory programs in high school. A good self-image seemed to be a safe predictor to staying in college. Another study seemed to indicate the drop-out had more hostility, was more independent and seemed to avoid social responsibility while another revealed the drop-out lacked a feeling of satisfaction in his college experience.

Recommendations

The writer recommends that additional studies on college drop-outs be made with emphasis on personality factors. It is recommended that studies be done on populations of students in teacher education by studying personality, attitudes, and values in order to identify variables which differentiate the drop-outs from the persisters. During the fall of 1973 the writer and the faculty at his institution plan to launch a study of drop-outs and persisters in teacher education using the Minnesota Multiphasic Personality Inventory and other instruments to measure personality traits and other variables.

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APPROACHES AND COMPONENTS OF TEACHER EDUCATION PROGRAMS

by

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Introduction

The goals of teacher education programs are strongly established in the values of the society that created the school as its agent. Indeed, schools operate on the assumption that they are to meet the needs of the individual student, the culture, and the objectives of the educational institution. Furthermore, teacher education may be thought of as a complex and changing kind of institutional learning.

Behavior Modification as Related to Performance Based Teacher Education

Wertz stated that learning may be identified as the process of behavior acquisition through experiences. Schools provide learning experiences to individuals to effect some change in behavior. (Wertz, 1964, p. 46).

Furthermore, the most acceptable behavior to be performed by an individual is the behavior being performed by the co-members of his culture. The acts he performs, the ways in which he performs them, and the kinds of satisfaction or dissatisfaction he experiences as a consequence of his own performance are, in many ways, given direction by the society. (Wertz, 1964, p. 45).

Educational goals become more meaningful when they are stated in behavioral terms. Educators ask what we know about the behavioral change which takes place as a consequence of instruction. Good teaching is goal directed toward the needs of students. (Wertz, 1964, p. 54).

According to Ullmann and Krasner, behavior which can be measured, counted, qualified, and is overt becomes the target for modification. This concept does not include the assumption that general adjustment or total strengthening of behavior is emphasized, but only that the target behavior is the point of concern. Furthermore, fundamental assumptions are that specific behavior that requires acceleration or deceleration must be identified and a program must be specifically developed to strengthen, eliminate, or alter the pin-pointed behavior of the individual. Consequences, rewards, or punishment is contingent upon the behavior. (Ullman and Krasner, 1965, pp. 1-29).

Performance Based Teacher Education (PBTE) has a close relationship to behavior modification. The PBTE program sets up behavioral objectives. The objectives are an intent which are communicated by statements, describing proposed changes in a learner. The objectives specifically state how the learner is expected to perform when he has successfully completed the learning tasks. It is a description of a pattern of performance which the learner is to demonstrate. It is essential that objectives be prepared, that the target behavior be specifically identified, that minimal acceptable terminal behavior or a criteria of performance be clearly stated, and that anticipated needs for recycling be a part of the total program. In summary, PBTE, which is built on performance, is a feasible approach to teacher education programs. The questions being asked are does Mrs. Jones modify Sam's behavior to promote Sam's welfare or to relieve Mrs. Jones' headache? In like manner, do educators turn to PBTE because they believe that it provides the best criteria for excellence in education or do they advocate PBTE to answer the accountability question that is an educational inquiry?

Humanistic Approach

Many educators are stating that the PBTE as it is often seen on the surface is not adequate, and that the humanistic approach is an essential component to the PBTE program.

Sarvin defined learning as the process by which an activity is changed

through reacting to an encountered situation. For learning to take place the learner must react to something. The ultimate concern is not what the teacher does in the classroom, but it is what students do, think, and feel in reaction to the stimulation and the opportunities provided them in the learning situation. (Sarvin, 1969, p. 10).

In this area of the affective domain the principles of learning are essential. These principles include readiness, goals which are perceived to have potential for satisfaction of needs, self-concept, learning climate, and learning opportunities. (Sarvin, 1969, pp. 10-16).

The assumptions of learning theories which were submitted from a University of Alabama Bulletin stated:

> That each individual is unique with different needs.
> That an educational program should be developed which reflects the interests and capabilities of each student.
> That opportunities should be provided for an individual to be able to learn to think and to deal with principle rather than facts.
> That students are capable of accepting much of the responsibility for their own learning.
> That significant learning occurs outside of the classroom as well as within.
>
> (Olson, 1970, Vol. 64, No. 11)

The teacher's attitude toward his students and toward the subjects he teaches, his attitude toward his colleagues, his administration, his school and community, and his attitude toward himself, are vital characteristics of his competency.

The research findings on attitudes seem to support the following generalizations:

1. Classroom social climate has an important influence on the kind of learning that emerges from the classroom.

2. Social climate influences productivity, morale, and the mental health of pupils.

3. The teacher's personality is a key factor in creating classroom social climate.

4. Autocratic or authoritarian teachers tend to create a climate that produces self-concern, anxiety, aggression, and competition in pupils.

5. Democratic teachers tend to create a climate that leads to cooperative group concern, freedom, and security in pupils.

(Budd, 1964, p. 48).

Change in behavior results from change in the perceptual field.

Learning results from the learner's discovery of some goals and enables him to reach the goals which he is pursuing at that time. This type of learning is the active process of search and discovery. (Snygg, 1966, p. 22).

Sarvin stated that the affective domain was a classification of educational outcomes involving responses and mental tendencies such as acceptance, rejection, giving attention, interests, appreciations, values, self perception, emotional set, biases, and qualities of character. (Sarvin, 1969, p. 267).

Development of group feeling exists when each member feels that he is getting something worthwhile. The feeling develops when the group:

1. sets goals
2. feels a challenge
3. builds security
4. encourages individual contributions
5. demands shared responsibility

Teachers may pass certain personality characteristics to their students and this is modeling. One of the most striking developments in American social psychology during the past decade is that students learn by watching others and that behavior of others is contagious. (Bronfenbrenner, 1972, p. 124).

Imitation is its own reward. This is in direct contrast to the behavior modification concept which justifies having a person available who will continuously monitor the student's behavior and will have the power to reward or punish him for his behavior. (Bronfenbrenner, 1972, p. 125).

When comparing modeling with reinforcement, modeling offers a number of advantages from the point of view of training in education. With the modeling technique, a large number of students can be influenced with a single selected model, while, on the contrary, direct reinforcement requires a one-to-one interaction between teacher and learner. (Bronfenbrenner, 1972, p. 125).

Furthermore, the direct reinforcement pattern requires waiting for a behavior to appear before it can be reinforced. Conversely, modeling provides a means for inducing a behavior pattern which might never occur. (Bronfenbrenner, 1972, p. 125).

The model can influence the student's behavior in two ways. First by doing something which the student has never experienced before. Second by doing something already in the student's repertoire. (Bronfenbrenner, 1972, p. 125).

In the domain of teacher training the most far reaching innovations are required. The future teacher must acquire both understanding and skills of modeling, social reinforcement, and group processes in working with students. In addition, the teacher must know how to discover, recruit, and utilize individuals and groups from outside the school that are major links to the educational process. This implies public relations with people, problems, and resources outside the school and extending into the community. (Bonfenbrenner, 1972, p. 156).

Within the schools are the opportunities of effective use of group forces in educational development; also furthering the educational cause is the active involvement of the older and the younger students for effective learning. (Bronfenbrenner, 1972, p. 157).

Conclusion

Approaches and components of teacher education programs are interrelated; consequently, many programs are eclectic in nature.

More research relating to teacher education programs is needed. More PBTE programs need to be developed and evaluated for a period of years. Until then, little can be conclusively known about what process or combination of processes should be utilized to produce optimum results under given conditions.

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COMPETENCY BASED PROGRAMS AND THE SOCIAL STUDIES

by

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For, perhaps, a longer period of time than with any other area of the curriculum, the social studies have been deeply involved in activities akin to our competency based movement. However, discipline specialists have not arrived at the point of developing a structure for social studies (Ploghoft and Shuster, 1971, p. 158) and many would question whether such an activity is even appropriate.

On The Nature of the Social Studies

In areas like mathematics with its logical sequence, and language arts with their developmental sequences, structure is quite readily defined providing certain underlying assumptions are accepted e.g. logical sequence vs. social utility in mathematics. Such a sequence is not so apparent in the social studies and when it is apparent as in map skills and research skills, doubt can be cast upon the desirability of its usage. This is true because the social studies are as deeply involved in process as they are in knowledge. Inquiry, conceptualization, value formation, etc. are extremely important features of the social studies and unlike purely cognitive areas of the curriculum take time and the experience of living in a rich environment of human interaction in order to develop. Such items do not package in terms of learning packets, and they do not confine themselves to topical treatment; they must be lived and even this 'living' is not patternable because content is related to student needs which are themselves infinitely varied.

If we look at the history of social studies instruction we will see a progression from separate subject emphasis like history and geography, to a synthesis of materials from all of the social science areas focused upon a particular theme chosen by either a text author, a curriculum committee, a class, etc. Not only have the subjects become a single subject - ie. social studies - but it is also true that social studies have been correlated with other areas of the curriculum such as language or reading by teaching the two back to back. This pattern was carried further with the development of core curricula in classrooms where time modules were emphasized as in a departmentalized classroom. In the core organization two patterns persist: the structured core with predetermined content and the unstructured core with its content defined by the class or group involved but still representing a union of content areas. In the self contained classroom, this pattern is called a unified approach indicating the unity of social studies and some other area almost invariably the language arts. An important idea to be realized here is that the social studies have become an area of practice and consolidation for many of the skills primarily assigned to other subject areas like reading, language arts, and mathematics. If it is to maintain this role, which seems a very valuable one, then too great an emphasis given to specific vs. serviced areas may impede instruction in the whole of the social studies.

In spite of the above comments social studies people are very interested in defining competencies and objectives since they serve as guides in the selection and direction of student activities. They are even interested in the development of learning packets where they are appropriate. However, where attitudinal change is involved there are six ways of bringing about change that have been supported by research evidence. Social studies teachers may wish to use them all (Minnesota State Department 1972, pp. 1-2).

1. Attitudinal changes can be brought about by modeling of the desired attitudes by someone whom pupils admire.

2. Attitudinal changes can be brought about by reinforcement of desired behavior.

3. Attitudinal changes can be brought about by using any one of a number of ways of creating dissonance - of forcing pupils to recognize conflicts in their beliefs or existing conditions which fail to jibe with values. Recognition of such conflict can lead to value analysis and changes in attitudes.

4. Attitudinal changes can sometimes be brought about by involvement of pupils either in direct or vicarious activities such as activities related to community problems or agencies, role playing episodes or simulation games, or viewing a film or reading a novel or biography which leads the pupil to identify with other people.

5. Attitudinal change can sometimes be brought about by introducing pupils to specific types of subject matter content. To be effective, this use of content needs to be part of a long-term program which provides for other activities to help induce the attitudinal change and reinforce it over time.

6. Attitudes toward self result from socialization, including socialization within the school. The development of a good self-concept requires, among other things, a socialization process which ensures success and the acceptance of one's worth by others.

Some Guidelines

In terms of evaluating programs or defining competencies one should be familiar with the standards set by the National Council for the Social Studies (Social Education, Dec. 1971, p. 860) designed to aid communities and pupils in developing curriculum. These include:

1. The social studies program should be directly related to the concerns of students.

2. The social studies program should deal with the real social world.

3. The social studies program should draw away from currently valid knowledge representatives of man's experience, culture, and beliefs.

4. Objectives should be thoughtfully selected and clearly stated in such form as to furnish direction to the program.

5. Learning activities should engage the student directly and actively in the learning process.

6. Strategies of instruction and learning activities should rely on a broad range of learning resources.

7. The social studies program must facilitate the organization of experience.

8. Evaluation should be useful, systematic, comprehensive, and valid for the objectives of the program.

9. Social studies education should receive vigorous support as a vital and responsible part of the school program.

Competencies for Social Studies Teachers

Much consideration has been given to the competencies of social studies teachers. The outline below is a condensation of some excellent work done by the Task Force to Study Programs Leading to Certification for Teachers in the Area of Social Studies (Minnesota State Department of Education, 1972, pp. 36-48). It is presented here in abbreviated form to serve as a guide to the performance and selection of teachers:

I. Makes progress toward achieving student outcomes listed below:

A. Cognitive Goals

1. Understands and applies important social science concepts, generalizations, and theories to new data and situations....

2. Understands and uses some structure within a single discipline or across disciplines to help analyze new data....

3. Understands the perspectives, methodology, investigative techniques and methods of explanation used....

4. Uses higher levels of thought as appropriate to goals and tasks.

5. Is skilled in problem-solving....

B. Affective goals

1. Has a positive self-concept, characterized by....

2. Values human dignity....

3. Supports process values needed in a democracy....

4. Demonstrates a desire to learn and a desire to think rationally....

5. Acts upon a rational and consistent value system which is characterized by . . .

C. Goals specific to community

1. Knowledge and comprehension

2. Skills

3. Affective goals

II. Demonstrates behaviors in classroom and other teaching situations to facilitate pupils' development toward cognitive and affective goals in the social studies.

A. Uses a clearly thought-out rationale to guide his selection of objectives, learning experiences and teaching strategies, and evaluation procedures.

B. Focuses upon significant and feasible objectives and helps pupils identify objectives for their learning.

C. Creates a warm and open climate which facilitates student learning.

D. Draws upon learning principles and knowledge of students in class to motivate them to active interest and participation.

E. Draws upon learning principles to effect behavioral change.

F. Adjusts learning experiences and instructional materials to the general composition of the class and also to individual differences among pupils.

G. Uses teaching and discussion strategies appropriate to the purpose of a lesson or unit.

H. Provides many opportunities for group work in which pupils have a chance to work together to promote common ends.

I. Makes use in teaching of some conceptual or theoretical structure to help pupils gain more intellectual power or tools of analysis for examining new situations. Provides pupils with learning experiences and instructional materials which help them structure concepts and generalizations.

J. Uses content appropriate to stated goals.

K. Uses a multi-media program with instructional materials appropriate to goals and to the pupils in the class; does not rely upon one source of information for all pupils all of the time.

L. Uses learning experiences appropriate to the goals and to the pupils in a class. Varies learning experiences to provide for variety within a class period, from day to day, and from one unit to another.

M. Uses varied evaluation techniques to provide feedback to pupils and their parents about pupils' progress and to the teacher about effectiveness of his/her teaching. Evaluates for all goals of teaching.

III. Demonstrates a knowledge of all of the social sciences as disciplines, including ways of structuring, types of analytical questions asked, methods of explanation, uses methods of advancing knowledge, major competing theories, the changing nature of fields, and ways of keeping current with developments in the field, together with the ability to integrate and apply this knowledge to the development and evaluation of curriculum and instructional materials and to the candidate's work in the classroom.

A. Can explain the characteristics of social science disciplines as disciplines.

B. Demonstrates a broad understanding of the different social science disciplines and of their points of convergence and divergence.

C. Demonstrates knowledge of sources of information for keeping abreast of changes in the social sciences and keeping informed about current affairs.

D. Applies his knowledge of the social sciences as he develops, and evaluates curriculum materials, unit and lesson plans, and instructional materials, and as he works in the classroom.

IV. Demonstrates the skills and behaviors which he should be able to help pupils develop, including those in the area of human relations.

A. Is alert to incongruities, recognizes problems, and is concerned about them. Uses some problem-solving model when faced with problems. Is both a creative and a critical thinker.

B. Locates and gathers information effectively.

C. Demonstrates the ability to conceptualize and draw inferences from data.

D. Communicates effectively both orally and in writing. Is poised in many kinds of small and large group situations. Demonstrates group process skills both as a leader and as a member of a group.

E. Demonstrates human relations skills established as goals for pupils. Also demonstrates by various behaviors that he values human dignity.

F. Demonstrates in varied ways that he/she has a positive self-concept.

G. Demonstrates in various ways that he supports the process values needed in a democracy.

H. Demonstrates that he/she will act upon own values; works out a rational and consistent value system.

I. Demonstrates in many ways that he/she has a desire to learn and to think rationally.

V. Demonstrates knowledge of principles of learning, including both cognitive and affective learning, adolescent psychology, individual differences, and social studies methods, curriculum, and materials of instruction, together with the ability to apply this knowledge to the development and evaluation of teaching plans and instructional materials as well as in classroom teaching and other work with pupils.

A. Develops and acts upon a logically consistent rationale for teaching social studies in public schools. Can explain how such a rationale helps a teacher plan and teach.

B. Can explain the importance of objectives for teaching, selects significant objectives, states them clearly, and makes effective use of them in planning, teaching, and evaluating pupil progress.

C. Adopts learning experiences, instructional materials, and plans to the maturity level and characteristics of a specific class as well as to the individual differences within the class, including differences in interests, attitudes, personality characteristics, cognitive styles, previous cognitive learning, abilities, and skills.

D. Applies principles of learning and research findings on teaching strategies, including general strategies, discussion strategies and small group processes in the selection and development of learning experiences, instructional materials, and teaching plans.

E. Locates and develops instructional materials of various types. Uses specific criteria for evaluating and selecting or developing materials for specific purposes.

F. Plans effective lessons, units, and courses. Can explain the importance of plans for an effective use of time and for achieving goals.

G. Locates and develops devices and instruments for evaluating progress toward different goals.

VI. Demonstrates knowledge of ways of using community resources in teaching, of promoting good relationships between the school and the community and of the professional role of the teacher beyond the classroom situation together with the ability to apply this knowledge to work within the school.

A. Identifies and can explain ways of using community resources to further achievement toward social studies goals.

B. Can explain the importance of effective communication with parents and the community if a school is to be able to develop a strong educational program for pupils. Identifies and can explain ways of developing effective communication.

C. Can explain ways of working with colleagues and administrators on a professional basis.

D. Identifies ways of providing for higher own professional growth.

Summary

In this paper there has been an attempt to depict the social studies as a very broad area including both cognitive and affective aspects, with the affective aspects being of greatest importance. The social studies have also been depicted as a synthesis area serving and, perhaps, subsuming the entire curriculum. Since the social studies must be lived to be learned they are not susceptable to packaging except as regards specific skills e.g. use of maps, charts, etc. Finally, social studies teachers are very concerned with competency standards, behavioral objectives, etc. because they serve as guides and aids in servicing a curriculum which must be developed as it is lived.

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A PROPOSED PRE-PROFESSIONAL FIELD EXPERIENCE

by

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For several years the teacher education students at Andrews University have been required to do field work in the schools and community as part requirement in separate courses in foundations, human development and learning, and methods. Because these experiences had usually been uncoordinated and not related to each other, it was recently decided to remove the field experiences from the individual courses and establish new courses made up of field experiences. For the first quarter the student will enroll in Ed202, Introduction to the Teaching Profession I, 2 credits. The next quarter he will enroll in Ed 303, Introduction to the Teaching Profession II, one credit. The third quarter he will take Ed 304, Introduction to the Teaching Profession III, one credit.

This proposal concerns itself with the first course only, Ed 202. The course would incorporate the concept of performance-based criteria into this beginning course. It is hoped that the work involved in the implementation and eventual successful operation of this course will encourage the teacher

education faculty to study the advantages and disadvantages of changing the total program, or parts of it, to one which is based on performance.

The purposes of the proposed field is two-fold: to give the student certain experiences during his freshman year which will help him make a realistic decision concerning teaching as a career, and to give him opportunity to achieve the necessary competencies for entrance into the teacher education program if he does decide on teaching as a career.

The use of field experience as an element in career decision making has been used by the University of Toledo in their Career Decision Program (1972). In the proposed program at Andrews the student will have a two-hour meeting each week in a small group interaction group. The students will be divided into groups of from twelve to fifteen, each with a university coordinator and a member of the counseling staff. The purpose is to help the student see himself and his potential as a teacher through group processes and individual assessment of personality and interest inventories. At the beginning of the quarter the student will take the Strong Vocational Interest Blank. When the profiles are returned the student will be able to see his congruences with persons in various occupations with emphasis on teaching fields. Part of the time in these small groups will be spent discussing the implications of these profiles.

A major part of the experience will be the teacher aid the schools. The student will be given the opportunity to choose from the available positions at the beginning of the quarter. These positions will be in the campus laboratory schools and nearby public schools. Only those teachers will be chosen who have been oriented to the program and who request a student aide. The student will spend one morning or one afternoon per week as a teacher aide in the school throughout the quarter.

The student's classroom experience will be guided in part by learning modules aimed at giving him the necessary competencies to enter the teacher education program. They will be adapted from the CDP modules of the University of Toledo and the Wilkets (Burke, 1972) created for the Weber University teacher education program and from the College Aide Program at West Virginia State College. The field experience for the first quarter will be basically the same for both elementary education students and secondary education students, except that those students who have made definite decisions as to which level to teach would be placed at that level for their first quarter student aid experience.

Two sample objectives for modules concerning career choice and classroom participation are as follows:

1. Having taken the Strong Vocational Interest Blank and given his profile, the student will recognize:

    a. Congruences with persons in various occupations with emphasis on teaching field.

    b. Dissimilarities with persons in various occupations.

2. After observing the classroom teacher, the student writes a short description of two motivational techniques employed making reference to results and advantages and disadvantages.

Any student may, as a result of low achievement, experiences in the classroom, or reevaluation of his career choice, opt out of the program at the end of the quarter. In that case, he would receive two hours of credit toward graduation, and will choose another career. If he fails to meet the expected competency he may receive an incomplete grade and recycle in those areas of low competence. When the student has satisfactorily completed the requirements for Ed 202, he may enroll in Ed 303, the second field experience, and make formal application for the teacher education program. He will be advised to enroll in a course in human development and learning at the same time he is enrolled in either Ed 303 or Ed 304, the third quarter of field experience.

The second and third field experiences (Ed 303 and Ed 304) are one quarter each and are entirely school and/or community based. It is expected that they will be built on experience modules similar to the first field experience.

The first quarter field experience will be evaluated after each quarter by the students, education department supervisors, and by the counseling staff, to see how well the objectives were met.

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IS PBTE FOR EVERYONE?

by

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Performance-based teacher education (PBTE) programs are currently growing in number and gaining increased support as they capture the imagination of dissatisfied educators and educators with "bandwagon-itis". Reform in teacher education seems to be the order of the day. However, it is the responsibility of teacher educators to distinguish between change for change sake and change for improvement. Carrieri writes:

> Professional educators have always had difficulty in determining precisely what teachers need to know and do in order to be effective with children in classrooms. Changing to a competency-based program does not lessen this perennial problem; instead it is painfully aggravated. The faculty forces itself into a position of having to be more keenly and objectively aware of what it is requiring students to do and learn every step of the way (Carrieri, 1973, p. 12).

In all fairness, it should be pointed out that change results more quickly and easily during crisis situations. Though not inherently crippling, the crisis brought about by public pressure for financial accountability from the education fraternity has facilitated the acceptance of many facets of PBTE.

Proponents for PBTE argue: "The student preparing to become a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it" (Elam, 1972, p. 1). Current studies do not support the logical inference that having the necessary skills and competencies will contribute to more effective and efficient teaching, thereby promoting greater pupil achievement. Broudy, citing research by Stephens, Coleman, McDill, and McKeachie, writes, "...learning achievement seems to be about the same regardless of the methods of teaching, and that attitudes toward learning and socio-economic conditions are more important than the conditions of instruction..." (Broudy, 1972, p.9).

Though much value can result from selective adoption of PBTE elements, as a complete program, PBTE leaves many crucial questions unanswered. This is especially true of affective PBTE models. Also, not of least importance, is the idea of dehumanization which has been associated with PBTE by many educators. Furthermore, Mauth writes:

> Its advocates will need to guarantee in its application that the 'how to' aspects of teaching do not obliterate attention to the theoretical base on which methodology is founded. A mature professional in any field knows not only how to function skillfully in the area of his expertise but also what the alternatives are and the appropriate bases for selecting among them (Mauth, 1972, p. 18).

It must be kept in mind that teacher education competencies and objectives are currently derived through value judgments or consensus and in no way can they be considered universal or of proven validity.

It is very easy at this point to ask other questions such as: Can or should competencies be national in scope or should they attempt to get at local expectations only? Will rural school teachers need different competencies than those for urban teachers? Will cultural variables be eliminated by measurement of performance in PBTE? Is a teacher competent who can achieve the levels of performance required for all stated competencies? Are performance packets merely task completion or are they actually competency based? Is something else needed, and, if so, can it be listed as a performance objective where it can be taught, learned, and measured?

Furthermore, problems of selection and retention in teacher education will be affected in unpredictable ways. Elam concludes, "The mere adoption of a PBTE program will eliminate some prospective students because they do not find it appealing. The question remains "Will these be the students who should be eliminated" (Elam, 1972, p. 20)?

These and many other unanswered questions bring to mind the original question: Is PBTE for everyone? The best answer to this question may seem to be 'yes' if the organization or institution is highly pressured by their publics for accountability. The answer is "no" if the institution has a sound philosophy with a harmonious psychology of learning that supports it and where theory and practice are highly correlated. The history of American education has not only allowed variation but has encouraged it. Therefore, it seems perfectly compatible with national goals to maintain institutional autonomy.

It seems more appropriate that teacher educators in each institution ask themselves the original question in a little different form, i.e., is PBTE for this institution? The answer to this question may very well be immaterial at this point in time. One reason is that "...no group is yet ready to say how much of a preparation program must be performance-based before it is indeed a performance-based teacher education program" (Elam, 1972, p. 18). It would be unwise, however, to take PBTE lightly due to a lack of a specific definition of its boundaries. Several professional organizations are currently supporting PBTE which may be illustrated by a most recent committee recommendation to AOTE as follows: "AOTE should assume a leadership role in the development of CBTE models" (AOTE, 1973, p. 18).

Judgment must be reserved on PBTE until the facts are in and research studies, both longitudinal and horizontal, are completed. Even then, experimentation and innovation must continue. It must be recognized that continuity must prevail. Educators can also be held accountable for impulsive premature decisions concerning implementation of an untested innovation which may be considered a "cure all" at a particular time.

The total effect of education is and ought to be broader than any listing of behavioral objectives. It seems that the tools for teaching lend themselves very readily to performance objectives. The intangibles that "make a difference" seem difficult if not impossible to get at.

In conclusion, the writer recommends the eclectic approach toward teacher education for most institutions. Green supports this when he writes, "...it is evident that innovations that work in some situations or schools may not work or be accepted in other sections of the country" (Green, 1972, p. 132-3). Each institution should select that part of PBTE which meets its unique needs.

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A PLEA FOR 'PERSONALIZATION' RATHER THAN 'INDIVIDUALIZATION' IN THE PHILOSOPHY OF MODERN EDUCATION

by

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'Personalization' and 'Individualization' may appear to be synonymous; the backgrounds of the two words show them to have divergent connotations. Both terms are in use on the current educational scene. "Teacher Education" and "Teacher Training" are used interchangeably by some people; the implications of the two words are far apart. This report is an attempted investigation of personalization vs. individualization in education, primarily, but it also relates to educating vs. training teachers.

The ideas were sparked by points made in recent national reports on education. The American Association of Colleges for Teacher Education, February, 1973, publication, Competency-Based Education: The State of the Scene by Allen A. Schmieder says, under the heading, "Some Important Issues":

> Criticism: A competency-based program claims individualization, yet each student is expected to display the same competencies; this claim does not seem consistent.
>
> Retort: A competency program allows the student the opportunity to engage in an individualized instructional program. It does not espouse an individualized outcome; indeed, this is what we are trying to avoid. If the proponents of individualization expect each student "to do his own thing" without regard for goals or objectives, then why have any program at all? For example, we feel that if a student wants to be certified competent in the teaching of reading then he must display the ability to be effective using a variety of approaches. If he is allowed to either avoid any display of competence in these areas, or if he is allowed to select one or two specific methods of treatment, then he is not competent to teach reading to all pupils.

Would the implementation of PBTE be a step toward the personalization of education or a step toward the individualization of education? Would the implementation of PBTE be a step toward educating teachers or a step toward training teachers? Would the implementation of PBTE be a step toward humanizing education in the tradition of Christianity and democracy ot a step toward dehumanizing education?

Mankind cannot understand much of the basic significance of many of the crucial issues and dilemmas of the past one hundred years without studying the aims, ideas, and interpretations of the times of two of the most monumental thinkers and prophets of this age: a German-Slav professor, Friedrich Nietzsche, 1844-1900; and a French Jesuit, Pierre Teilhard de Chardin, 1881-1956. Neither writer was read nor appreciated during his lifetime. Both were ahead of their times. Now Nietzsche's works have been re-issued, and Teilhard de Chardin's works have been published since his death. Each is the focus of much significant critical writing.

Teilhard de Chardin tells a fascinating story in The Phenomenon of Man. He was primarily a scientist, a paleontologist, and a priest, but his message is for all mankind. His special mission was to turn modern unbelief and the dismal pessimism of nothingness back to Christ by "Christifying evolution." Philip Hefner, of the Lutheran School of Theology at Chicago, calls Teilhard "the newest fangled representative of an old-fashioned catagory. . . a Christian Humanist." Teilhard was concerned Teilhard was concerned with the process of man's "forward impulse toward progress" and his "upward impulse toward God."

He used the theme of personalizing and humanization. Personalizing meaning the process in which there is drive toward more intense self consciousness and centeredness that makes for personal identity, and in which the elements of personhood grow more intense and reach their consummation. Teilhard speculated that the reality of depersonalization, held by some, was the cause of the demoralization of mankind, as well as the reason man could look to the collectivization of communism and fascism as desirable social organization. His promotion of the value of "each and every" person is really what captures an educator's eye. His idealistic aim was to "transcend individuality in personality" the process of striving to become more nearly the potential of each one, with a final goal of the superman of humanization for all mankind.

In the philosopy of Nietzsche there is an emphasis on individualism, a theory which stresses the free individual, possessing self-directing power, his values, he creates them and projects his prospectives on the world. He had a nihilistic outlook; man was confronted with existence in a hopeless and meaningless world. He challenged all the traditional ideas, beliefs, and values; he gave us one of the most merciless diagnoses of our age. "His cardinal dilemma was; Can humanity and culture still be saved, or are both doomed to disintegrate and decay beyond repair?" (Lavrin, 1971, p.9) His writing is often inconsistent and contradictory. His brilliant aphorisms invite quotation out of contex, so that his followers have often remade Nietzsche in their own image to support some hideous cause. Nevertheless, his words are highly stimulating to thought.

It seems that there are areas where Teilhard and Nietzsche walk hand-in-hand, and other areas where they turn their backs to each other in their ideas of the single man as well as mankind. Both were concerned with the process of single man and mankind reaching full stuature. Teilhard spoke of man being not yet human; Nietzsche spoke of the need for the elevation of the type man. Both refer to mankind being in the main stream of evolution. Teilhard dealt with everything in the universe

from elemental matter to ultimate Omega point; Nietzsche focused on the era of man. Both of these men felt that man is now in a position to manipulate the direction of evolution; that is, to control the improvement of man. Both infer that the universe is very young. In that each of them had faith that a better man can evolve they are optimistic and a pleasant antidote for the over-dose of black pessimism. They probably are not in agreement on which men are to advance, however. These two philosophers had a cloud over their later years; Nietzsche in his insanity, and Teilhard in being premature and not being accepted by his Jesuit superiors. Considering their birth dates, 1844 and 1881, it would seem that Teilhard could have evolved in his thinking from the older Nietzsche. At least relating them is very interesting and rewarding. Now having mentioned a few ways in which they tend to approach each other, it would be appropriate to look at some of their differences.

Teilhard assumes that man will choose good; on the presence of evil in the world, he is vague. Not so with Nietzsche; he has clear-cut ideas on good and evil:

> If you would maintain yourself, you cannot and must not value as your neighbor values. Good and evil, then, are not permanent absolute values; they are transient, relative values, serving an end which can be explained in terms of biology and anthropology . . What is good? All that increases the feeling of power, will to power, power itself in man. What is bad? All that proceeds from weakness.

War between two kinds of men, the powerful and the impotent, has waged throughout human history according to Nietzsche. He was the advocate of higher man whom he considered to be the neglected minority. It was of the utmost importance to mankind that these leaders be allowed to reach their full stature, since they would lead the whole race to ever higher levels. All the moralities in the world could be classed as either Master Morality or Slave Morality. Whereas Teilhard believed that the great succeeds the less, Nietzsche said some are great and some are less. Teilhard's evolution included all men as the universe moves toward more personalization, an extension of hominization, and toward greater unity.

Love was the personal spiritual energy in Teilhard's world. Will to power was the thing in Nietzsche's, as the following lines illustrate:

> Psychologists should bethink themselves before putting down the instinct of self-preservation as the cardinal instinct of an organic being. A living thing seeks above all to discharge its strength--life itself is Will to Power; self preservation is only one of the indirect and most frequent results thereof. . .Will to morality merely as a weapon in the struggle for power.

It was not until man got rid of God that he could develop his own self-dependence in Nietzsche's way of thinking:

> True, God was dead; but that ought only to make man feel more self-reliant, more creative, prouder. Undoubtedly God was dead; but man could now hold himself responsible for himself. He

> . . . Socialism and Democracy nothing more than two slave organizations for the raising of every individual to his highest power. Individuality made as general as possible; or, in other words, . . . meant the annihilation of all higher hopes and aims. It meant valuing all the weeds and noble plants alike, and with such a valuation, the noble plants, being in the minority, must necessarily suffer and ultimately die out. Where everybody is somebody, nobody is anybody. Socialism, i.e. organized Individualism, was a reflection in politics of the Christian principle that all men are alike before God. . .to deny the privileges of rare men. . .where liberalism and mediocrity are rampant, but where all loftiness is dead. . .all that is great and lasting and intensely moving has been the result of the law of castes. . .

If love must be spoken of, Nietzsche would have it be love for the most remote future man. It is our most remote children who will pay for any foolish present love of neighbor. Our concern must be for upgrading the type man. In Thus Spake Zarathustra Nietzsche says, "A chosen people shall rise and from it Superman."

Oscar Levy said, seventy years ago when he edited Nietzsche's works, that Nietzscheism had not much hope of general acceptance. One wonders what he'd say if he were to see the 1964 reissue of these volumes, and to hear educators saying things which could have come straight out of Nietzsche. The following is Levy's definition of Nietzscheism: "freespiritedness; intellectual bravery; the ability to stand alone when everyone else has his arm linked in something; the courage to face unpleasant, fatal, and disconcerting truths."

Thoughts Out of Season, one of Nietzsche's works, contains a section, "Schopenhauer As Educator," which should be read as background for current educational philosophy. Evidently, this was written while Nietzsche was still a follower of Schopenhauer, before he tired of the Schopenhauer pessimism. He says that even though every man knows that he is truly a unique being, he constantly is lazy, timid; and he hides himself behind manners and opinions. He advises that educators can be at best only deliverers of the young; that education is "a liberation, a removal of all the weeds and rubbish and vermin that attack the delicate shoots, the streaming forth of light and warmth, the tender dropping of the night rain; it is the following and the adoring of Nature when she is pitifully-minded as a mother; . . . "The rubbish to be gotten rid of is the culture.

In Human All-Too-Human he has a short section titled "There Are No Teachers." Here he speaks of parents and teachers as "nos ennemis naturels," as he pleads:

> As thinkers we can only speak of self-teaching...Instruction of the young is either an experiment performed on something as yet unknown and unknowable, or else a thorough leveling process in order to make the new member of society conform to the customs and manners that prevail for the time being... One day when the world thinks we have long since finished our education, we discover ourselves.

> could now seek a goal in manhood on earth, and one that was at least within the compass of his powers. Long enough had he squinted heavenwards, with the result that he had neglected his task on earth.

Again in Volume Six of his complete works, when he was discussing "The Miracle Education: he stated, "Interest in education will acquire great strength only from the moment when belief in a God and His care is renounced, just as the art of healing could only flourish when the belief in miracle cures ceased." Teilhard built his philosophy around God the Omega.

Teilhard thought "the momentum of mankind and love of living can be destroyed by modern skepticism." Christian principles fit his theories. Oscar Levy said, "We are all instinctive Christians after 2000 years of this thinking." Christianity, for Nietzsche, had been a 2000 year detour off the true road of evolution. He condemned Christian values as being slave values. He thought that Christian ethics produced a "despicable" kind of man. Pity, sympathy, and love had nothing to do with courage, war, and the survival of the fittest.

History and the study of it are a main stress in Teilhard. Nietzsche's "The Use and Abuse of History" is intriguing reading, because of the echoes of his words which are heard constantly in current philosophies. Here are some of his phrases which should set an educator to matching them with present theories:

> An excess of history seems to be an enemy to the life of a time... the maturity of the individual arrested...the modern man suffers from a weakened personality. . . (quoting Goethe) "I hate everything that merely instructs me without increasing or directly quickening my activity" . . .unrestrained historical sense uproots the future. . The young man has become homeless: he doubts the ideas, all moralities. He knows it was different in every age, and what you are does not matter. . .Life itself is a kind of handcraft that must be learned thoroughly and industriously and diligently... and practiced. . . He will want all his honesty, all the sturdiness and sincerity in his character to help him revolt against second-hand thought, second-hand learning, second-hand action. . . the idea of culture as a new and finer nature. . .or even have the power to shatter a whole system of merely decorative cultures.

"The Use and Abuse of History" was written a hundred years ago in Germany. Nietzsche thought that Germany's intelligence was being paralysed by the love of looking backwards. He "tried to show how history is for the few and not for the many, and he points out how rare are those who have the strength to endure the lesson of experience." It is very interesting to speculate on what effect his teachings have had on the past one hundred years of German history, and on her leaders. Is America to go the same route?

As well as being opposed to ideals of Christianity, Nietzsche was opposed to ideals of democracy. He sought means to "accentuate and intensify the natural inequality of man." He supported the elite, not the mass of humanity. He advocated an aristocratic arrangement of society, when he spoke thus of democracy and socialism:

THE INITIAL FIELD EXPERIENCE

by

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Introductory Statement

Traditionally, the roots of teacher preparation have been heavily anchored in the realm of courses with such headings as general education, subject content, teaching methods and the professional sequence--the latter category usually containing some kind of student teaching experience. Educators often have taken the teacher training process for granted and have not concerned themselves with the sequential development of criteria for accountability. For too long there has been a tendency to be satisfied with the status quo in education.

Recently, colleges have come to realize that changes in our traditional teacher training pattern must come about in order to keep pace with the needs and priorities of our elementary and secondary schools. Education today calls for relevance and accountability in teacher training programs.

Rationale

There is the need for the development of programs that are performance-based and field experience centered, with concern for personalization and individualization of instruction. It is necessary that educators be responsible and accountable in regard to the affective and cognitive progress of each learner. Therefore, educators are obligated to be agents of change, not for the sake of change, but for the purpose of bringing about a more effective, realistic and viable teaching-learning format at our institutions of higher education.

> Basic to effective teacher education is the laboratory experience that allows the student constantly to integrate theory with practice, gain direct knowledge of pupils in their school and community settings, and demonstrate his growing ability to perform as a teacher. (Shuff and Shuff, 1972, p. 215)

This writer feels that extensive field experiences are necessary in a performance-based teacher education program, because competency has to be demonstrated in a convincing way and under conditions that are somewhat realistic. The actual classroom, with real learners, is the most effective vehicle for candidates who want to demonstrate their ability to facilitate the teaching-learning process. Therefore, the locale of career exploration, basic observation, task performance experiences, and instruction in methodology should be an actual school setting with competent teachers being significantly involved.

This report will explore what could be called the first field experience for the prospective professional teacher. It would be the first in a

(not individualizing) education, toward educating (not training) teachers, toward humanizing (not dehumanizing) schools in the tradition of Christianity and democracy, and toward Teilhard's answer to the world's quest for meaning, a more fully human existence? If so, good fortune to the movement!

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1) After observing the cooperating teacher, the college aide writes a short description of two motivational techniques employed by the teacher, making references to results and advantages and disadvantages.

2) After working with students in a tutorial situation, the college aide selects and employs an appropriate diagnostic technique to diagnose a student's reading difficulty.

3) After becoming familiar with A.V. equipment, the college aide assists the cooperating teacher by setting up and operating the equipment.

4) The college aide frees the cooperating teacher to do some instructional tasks by performing some routine tasks required of the cooperating teacher (marking papers, entering grades, filing, filling out forms, etc.)

5) After becoming familiar with professional periodical literature on his grade level and in his subject area, the college aide writes a short report on what is available to him in the assigned school or in the college library.

6) After observation, the college aide assumes responsibility for temporary supervision of a learning center, or assists in the library or resource center.

7) The college aide will devise additional performance objectives of his own in order to further individualize the reality-based aspects of his field experience.

8) Following an explanation by the cooperating teacher or building principal, the college aide demonstrates his understanding of record keeping by preparing the monthly report and/or keeping the records for a period of one week.

9) Following research in the college or public school resource center, the college aide prepares or assists students to prepare a bulletin board for instructional purposes in the school to which he is assigned.

10) After careful research and planning, the college aide prepares a learning center or unit of learning which can be used by his cooperating teacher.

11) After receiving an overview of the curriculum of the school to which he is assigned, the college aide introduces a new cognitive or physical development game.

12) After completing the college aide experience, the college aide will make a further concrete career decision based on his choices made relative to the program and his experiences within the program. The decision may be either orally reported in group discussion or in written form. (Davis and Stebbins).

continuous line of pre-professional experiences encountered by the student as he progresses from the point of admission to the point of departure in the professional teacher preparation program. College freshman and sophomores should be involved on this level of aide experience, and forty to sixty clock hours per quarter or semester would seem to be a reasonable length of time for the experience.

Field Experience Objectives

A first field experience should be designed as a classroom aide situation, in which the objectives would revolve around the development of observation skills and competency criteria. However, top consideration should be given to the objective of career exploration and orientation as it pertains to teacher education while the student is gaining actual experience in the classroom.

> There is growing concern on campuses today that we should be able to help the young person make evaluative judgments relative to his career earlier in his studies rather than waste five or six years before he voluntarily stops teaching (Vittetto, 1972, p. 128).

Through careful counseling, these students can be helped in making the final decision as to whether or not teaching is for them. Both time and money will be saved if and when a student screens himself out of the program after the initial field experience. He can then concern himself with other fields of study before it's too late.

Basic observation skills and procedures will not be discussed in this report, but they would be a definite part of any first field experience. Instead, the rest of this paper will deal with the identification of a few specific objectives that focus on task performance.

While setting up the objectives, operational procedures and evaluation techniques, considerable care must be uppermost in the minds of the planner. In the past, this has not always been the case.

> ...a faculty must constantly strive for reasonable accuracy in its operations, objectives and assessment techniques, a virtue not generally characteristic of teacher education programs. (Carrieri, 1973, p. 12)

This report will stop short of laying out procedures and means of evaluation, but will zero in on some objectives that clearly identify competencies for the student at this first field experience level.

With the help of West Virginia State College and Dr. James Thomas, Chairman of the Education Department, the following performance objectives are recommended:

The twelve performance objectives previously listed are just a few examples of the types of experiences that a prospective teacher should have during the first field experience. These objectives, for the most part, were borrowed from the College Aide Program Record of West Virginia State College. Credit should be given to Corrine R. Davis and Thomas A. Stebbins.

Summary Statement

By developing a solid and consistant field experience centered on performance-based teacher education program, from the point of admission to the point of departure, the college attempts to build into its overall program a sense of accountability. Teacher education today requires this type of commitment - a commitment based on knowledge and experience.

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AN ADAPTATION OF A LEARNING MODULE FOR TEACHER QUESTIONING BEHAVIOR FOR THE UNIVERSITY OF ARKANSAS AT LITTLE ROCK

by

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Researchers are deeply involved in the development of competency-based or Performance-based programs. Although these efforts are not yet fully operational, the experience suggests several valid assumptions: (1) Performance-based approaches to teacher education appear to offer great promise. (2) the keystone of the competency-based teacher education program is the instructional module, (3) the implementation of a performance-based teacher education program and construction of instructional modules are most difficult tasks. The sharing of the researchers who have developed programs of this type has made it possible for others to adapt programs,

ideas, resources, and products. The providing of a common format for instructional modules is a great contribution to educators who are confronted with the process of developing instructional modules.

The module which follows is an adaptation of the best material that was available at this point in time. It represents the thinking of several leaders in the area of compentency-based teacher education.

AN ADAPTATION

Teacher Questioning Behavior: Student Teaching Module

Department: Secondary Education

Course: 3367

Module: Questioning

Rationale: The use of questions as a teaching strategy is employed more and more for fostering critical thinking by students. In the hands of a skillful teacher it becomes a useful tool serving numerous useful learning purposes. Good questions stimulate thought and encourage students to question themselves, other students, and the teacher; they act as a sounding board against which the correctness or acceptability of ideas may be tested; they promote aims of the lesson in a concise manner; and they encourage discussion.

Another of the most frequently stated objectives of teachers is preparing students for their search to find solutions to problems. Students must gain proficiency in applying knowledge and skills to new situations; they must be able to detect fallacies in thinking and to determine whether or not a statement can be substantiated; they must be able to construct, improvise, and invent.

The framing of thought-provoking questions is not easy. This module will teach a classification system (only one of many different possible systems) for questions which enable the student to vary types in an intentional, systematic way. This catagory system can help students avoid the too-frequent asking of relatively unimportant memory-type questions.

If students are to develop facility in using the intellectual processes, instruction must be provided with opportunities for practicing the desired cognitive behaviors.

Behavioral Objective

The student will be able to micro-teach a concept lesson of from ten to fifteen minutes during which the major portion of questioning behavior exhibits the desirable actions described by the learning activities as revealed by a descriptive analysis using the Sequential Question Tally Form.

(Adapted from Gallagher 1963)

The student will be evaluated with respect to the following criteria in his use of questioning behaviors:

a. Use of value questions--narrow or broad

b. Use of divergent questions--narrow or broad

c. Use of recall questions--narrow or broad

d. Use of convergent questions--narrow or broad

e. Phrasing to class.

f. Pausing for student thinking.

g. Redirecting of questions.

h. Avoiding rewording.

i. Avoiding multiple questions.

j. Avoiding leading and cueing.

Ideas To Be Learned

1. Questioning behavior is one of the most important teacher behaviors.

2. Questions are prescriptions of tasks to be performed by respondents.

3. Questions may be used to lead the student step-by-step to think about his experience.

4. Questions can be used to sample respondents' understanding and application of concepts.

5. There is a system which classifies questions into four categories. (Gallagher, Aschner 3, 1968)

    a. Recall narrow questions requiring facts or other recall items and involving rote memory. They are at the lowest level. (Example: What is the name of the Mountain range.....)

    b. Convergent questions requiring analysis and integration of given or remembered data. Problem-solving and reasoning are often involved in this category. The answers involved may be predictable but the task requires application of two or more recall items (Example: What in the location of these mountains accounts for their importance?)

c. Divergent questions requiring answers which are creative and imanginative and not empirically provable. Many different answers may be correct, and therefore, acceptable. (Example: How might the lives of the people in Russian and Baltic countries be different if the mountains were not there?)

d. Value questions concerned with matters of value judgments and choice. These call for an opinion (Example: Which country would you prefer to live in? Why?)

6. Questions may be classified as either broad or narrow.

a. Narrow questions are those which place limiting restictions on the respondent within the type of behavior called for. (Example: What are the three steps? The word (three) makes this question a narrow question.)

b. Broad questions are those which do not restict the student's answers even with recall questions. An example would be, "What are the steps . . ." The question does not help the respondent "avoid" an incorrect response.

7. Questions that can be answered by "yes" or "no" are nearly always recall questions.

8. The behavior of the teacher when asking questions should not follow a pattern readily and easily predictable by the respondent.

9. Some questions stated to the group tend to cause all learners to prepare to respond.

10. Since questions are task prescriptions, pauses to allow respondents to gather and synthesize the data required to fill the prescription should be provided.

11. Reinforcement of a response will tend to encourage the respondent to get involved more.

12. Redirecting of questions is the most effective means of involving more than one respondent in fulfilling the task prescribed by a question.

13. Redirecting of questions is most effective when immediate reinforcement is withheld from the first person to respond to a question. However, reinforcement should eventually be given.

14. Some questions stated to the group tend to cause all learners not to prepare to respond.

15. Temporarily withholding reinforcement, combined with redirecting questions, can help involve more respondents with

the task prescribed by a question.

16. Rewording of questions is the practice of restating a question differently than it was phrased when first stated.

17. Rewording of questions is a pattern to be avoided for four reasons:

    a. It does not condition the person asking questions to formulate good questions the first time.

    b. It tends to promote the asking of multiple questions.

    c. Too often the last question posed prescribes a lower level of cognitive or intellectual performance. All too often it prescribes recall behavior.

    d. It tends to encourage the person asking the question to end up answering them, too.

18. Multiple questions are a series of questions posing several related tasks so closely pharased that the respondent does not know whether or not he is to respond to one or all of them.

19. Multiple questions is a question-asking pattern to be avoided.

20. Leading and cueing is the behavior of helping the respondent get a correct answer by responding to cues given by the person asking the questions rather than by the respondent performing the task prescribed by the question.

21. The way in which a question is stated in terms of the tone of voice, inflection, and stress, can provide leading and cueing to a respondent.

22. Leading and cueing is a question asking pattern to be avoided, unless it is a premeditated behavior intended to provide reinforcement to a reluctant respondent. (Baird 1971)

23. Inquiry questions are open-ended and never call for a single correct response.

24. Questions leading to hypotheses and generalizations are stated in the present tense and do not relate to only one time, place or person (e.g., Why do men migrate? rather than why did William Penn come to America?)

25. Questions leading to student value positions and judgments ask students to explain what should or ought to be and what is best, good, or worthwhile (or worst, bad, or worthless).

26. Probing questions are essential to effective inquiry. They ask students to explain their own ideas, positions, opinions, and hypotheses and give good reasons for them.

27. Questions asking about student experiences, values, feelings, emotions and creative ideas are important inquiry.

28. Inquiry teachers attempt to decrease the time they spend talking and asking questions, giving evidence, collecting information, and actively participating in a variety of activities.

29. Students in an effective inquiry classroom automatically give evidence for their positions and ask other students to do so.

Pre-Assessment. Pre-Assessment involves measurement which is used to determine the following:

1. Can the student demonstrate mastery of the competencies prerequisite to the learning alternatives which follow, or must he develop pre-requisite competencies so that he might be at the necessary entry level. (Arends, 1973)

2. Can the student already demonstrate mastery of the specified competency, or does he need to engage in learning alternatives relevant to the objective or objectives.

3. Can the student already demonstrate certain aspects of the specific competency and, therefore, needs to engage in learning alternatives relevant only to those aspects in which he has not demonstrated mastery?

If you think you can already perform the behavior of the objective, go directly to the Evaluation which follows Learning Alternatives. Follow directions carefully. Be realistic and reasonable with regard to student and instructor time.

Instructional Alternatives

1. Reread the Behavioral Objectives and the Ideas to be learned.

2. Turn each Idea to be Learned into a question. If you don't know the answer seek the answer you study further. Example statement number three becomes the question "How can questions be used to lead the student step-by-step to think about his experiences?" Before you teach your micro-lesson, you should have answered this question and the others you will formulate.

3. Study the material which follows.

4. Check yourself to see if you can answer the questions developed in Instructional Alternative two.

5. Discuss your learnings with your classmates and ask questions during class sessions.

In another section called "Education a Distortion" he continues to belabor the concept of "teaching." Here he declares that teachers "are themselves no straight growing, vigorous, succulent trees, and he who wishes to attach himself to them must wind and bend himself and finally become distorted and deformed as they." He also joins, or did he start, the voice against praise. To one who is praised he warns, "So long as you are praised, believe that you are not yet on your own course, but on that of another."

Bear in mind that this writing which is being quoted is a hundred years old and was influenced by older writings. The ideas are very much alive on the current educational scene, but strangely are not being credited to their source. In fact there are vehement expressions of how ridiculous any such connection would be. To quote once more:

> The man who will not belong to the general mass, has only to stop taking himself easily; to follow his conscience, which cries out to him, "Be thyself!... Every youthful soul hears this cry day and night, and quivers to hear it: for she devines the sum of happiness that has been from eternity destined for her, if she think of her true deliverance; and toward this happiness she can in no wise be helped, so long as she lies in the chains of Opinion and of Fear.
>
> .....
>
> We have to answer for our existence to ourselves; and will therefore be our own true pilots, and not admit that our being resembles a blind fortuity. . . No one can build thee the bridge, over which thou must cross the river of life, save thyself alone. . . A man has never risen higher than when he knoweth not whether his road may yet lead him... This is the most effective way: --to let the youthful soul look back on life with the question, "What hast thou up to now truly loved, what has drawn thy soul upward, mastered it and blessed it too?" Set up these things which thou hast honoured before thee, and, maybe, they will show thee, in their being and their order, a law which is the fundamental law of thine own self.

Now for some conclusions. There is a sharp distinction to be drawn between personalization as found in Teilhard, and individualization as found in Nietzsche. There is much evidence of the latter idea being used in American classrooms with the "blessings" of current theory. This is not intentional on the part of those who are implementing the plan. For the most part they have no broad view of what the philosophy is; they have not been encouraged to think it through; they just hopped onto the bandwagon. This does not imply that there is not truth in the words of Nietzsche. There is! One might well select and incorporate from his philosophy. However, the "word" in this school of thought is that anything which is not total is worthless. The culture of Christianity and democracy does not fit into a Nietzscheian philosophy of education. A slave-master society does. Is America well on the way to implementing it?

Educators should delve deeply enough, and think things through to all the potentialities in whatever they choose to do. Someone has thought it out. This situation, in which everyone who is following "blind," (really in direct opposition to the philosophy itself, which says to think for yourself) is a stupendous modern ironic paradox.

Even Nietzsche seemed to have after-thoughts about his life's work. It evidently did not bring him much happiness. When he was forty-five years old he lost his mind. A quote from his chief editor, Oscar Levy:

> As a result of overwork, excessive indulgence in drugs, and a host of disappointments and anxieties, Nietzsche's great mind at last collapsed on the second or third of January, 1889, never again to recover. (Though he lived until August, 1900.)
>
> The last words he wrote, which were subsequently found on a slip of paper in his study, throw more light upon the tragedy of his breakdown than all the learned medical treatises that have been written on his case. "I am taking narcotic after narcotic," he said, "in order to drown my anguish; but still I cannot sleep. Today I will certainly take such a quantity as will drive me out of my mind."

One might hazard a guess that, as the son of a minister, he was not able to free himself of the 'rubbish' of his own culture.

A philosophy which promotes 'survival of the fittest' in the classroom cannot claim to be completely unrelated to Nietzsche, and remain intellectually honest. The individualism which is arrogance does not belong in the American public school system. The personalization which leads to the "supermanization" of all humanity, each to his potential degree, does belong here.

The final paradox in the situation involving the stress on individualization in education is that the philosophy has been peddled like wildfire for several years as a new liberal movement, when it really belongs to the radical right. Get rid of structure, rules, rigidity, and standards, while freedom is being promoted. Teachers are being 'trained', in the real sense of that word in some cases, to promulgate this movement without being 'educated' to understand what they are doing or why. What they don't realize is that "rugged individualism" is a far right ideology; a man counts upon himself for everything, and let the best man win. It takes only a generation or so of this to erase a few hundred years. Then mankind has a Master-Slave society again. It sounds pleasant at the outset; the 'slaves' were not happy in school anyway; the 'masters' were being hampered by consideration for mediocre people.

There are too many people who don't think. If American education has thoughtfully decided to follow this road, knowing where it leads, that is one thing. If it is being followed through ignorance and misdirection, that is another matter. Can America, instead, have a school system which stresses personalization? Is PBTE a step toward personalizing

6. Prepare to teach your Micro-lesson.

Evaluation

1. Teach a micro-lesson, record it and then tally it on the Sequential Question Tally form. Determine whether your questioning behavior met the criteria of the objective according to the instruction on the Sequential Question Tally Form, Teach until your performance matches the behavior specified by the objective.

2. Submit a lesson plan, recording of lesson, Sequential Question Tally form.

Post-Assessment

1. Teach a micro-lesson before your class. Classmates will evaluate them according to the Sequential Question Tally Form.

2. Discuss six of the eight different types of questions suggested by J. C. Morgan. (See bibliography)

3. Develop one example of each type.

4. From any examination form identify and discuss the merits of several questions.

5. Relate teacher questions to student's thinking.

6. On questions of analysis, what is the outstanding weakness.

7. In questions associated with synthesis what possible weakness might we find.

8. Give examples of each of the following:

   a. Recall question.

   b. Convergent question.

   c. Divergent question.

   d. Value

9. To each of the above questions, apply the terms:

   a. Broad

   b. Narrow

CHECKLIST FOR EVALUATING INSTRUCTIONAL MODULES

Element Criteria	Yes	No
Rationale		
1. Purpose and importance described.		
2. Place within program explained.		
Objectives		
1. Learning outcomes specified.		
2. Learning outcomes verifiable.		
3. Learning outcomes unitary.		
Prerequisites		
1. Prerequisites noted.		
2. Prerequisites stated as competencies.		
3. Reference to prerequisite resources.		
Pre-Assessment		
1. Procedures are optional.		
2. All specified competencies assessed.		
3. Only specified competencies assessed.		
4. Procedures are diagnostic.		
Learning Alternatives		
1. Variety of alternatives are provided.		
2. Experiences related to learner outcomes.		
3. Flowchart or narrative provided.		
4. Opportunities for equivalent practice.		
Post-Assessment		
1. All specified competencies assessed.		
2. Only specified competencies assessed.		
3. Procedures are formative and summative.		
4. Time requirements are reasonable.		
General		
1. Communicates effectively.		
2. Promotes positive affect.		

Arends (1973)

INSTRUCTIONAL MODULE

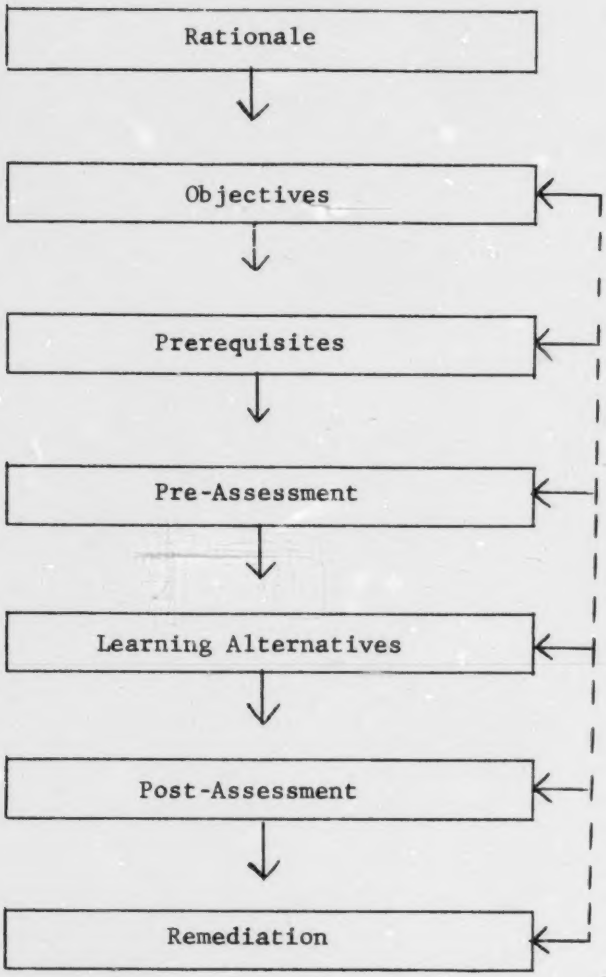

FIGURE I

SEQUENTIAL TALLY FORM

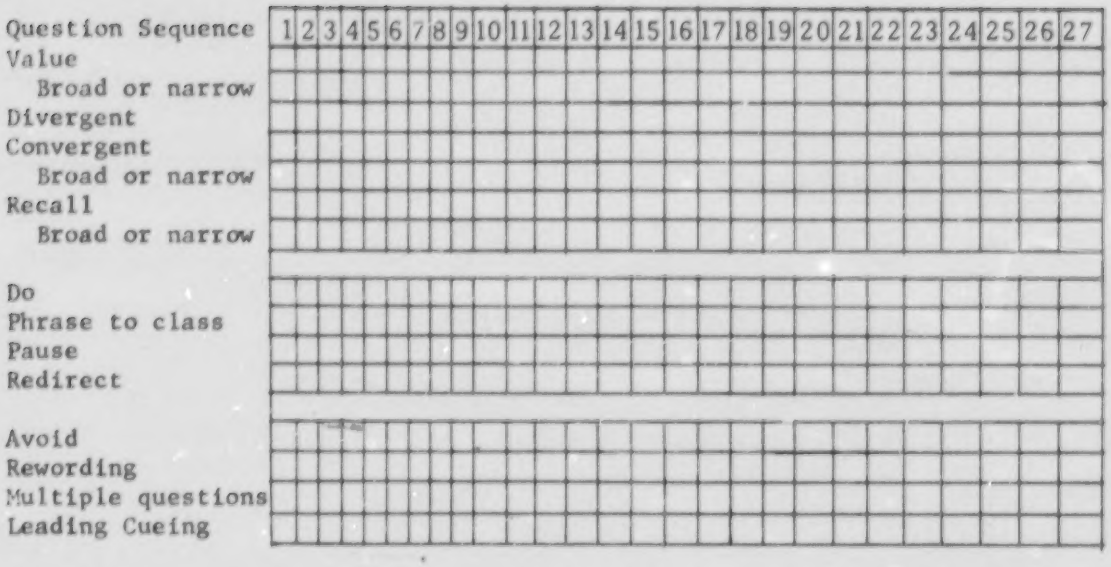

Figure Number III

If more than 50 percent of the questions are Recall and/or narrow and/or there are more avoid tallies than do tallies, then the lesson must be taught again preferably to another group of students. Lesson plan and tally sheets for all teaching sessions must be submitted for evaluation.
(Baird, Belt, Holder, Webb, 1972)

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BETWEEN THE DARK AND THE DAYLIGHT

A Look at Student Personnel Services in Teacher Education

by

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Student Personnel ought to play a major role in the selection and retention of students in teacher education, whether it be through Performance-Based criteria or more conventional teacher-training programs. There is no better 'raison d'etre' for Student Personnel services than to serve

as a resource for helping students choose wisely from among alternative courses of action in personal, vocational, and educational problem areas.

A 1939 report on Student Personnel Services in the New Jersey State Teachers College at Newark, New Jersey, 1939, p. 11-12 asserted,

> Granting the necessity of sound scholarship, and disciplined intellectual maturity, the teacher, in order to achieve any degree of success, must be possessed of an unusual amount of social maturity, emotional stability, and other related abilities or attributes, because as he teaches "facts," the impingement of his personality upon students or pupils is the great determining factor in his success or failure to produce desirable change and growth in humans.--To know what manner of person he will be when confronted with the hazards of teaching as a profession is the business of organized personnel in teacher education. The matter is so vital that it is hard to explain the complacent disregard of personnel characterizing the typical program of teacher education, whether in university, general college or teachers college.---In summary, the function of a personnel administration wherever it is found. It is concerned with recruitment and selection of students to enter into professional education; with orientation, advisement, health services, mental hygiene services, the provision of extra-curricular activities, oversight of living conditions affecting the student, placement of graduates and follow-up of those graduates while engaged in teaching.

The basic concepts of Student Personnel Services have changed little since 1939. The scope, however, has broadened as educational innovations have sought substantiation. While Student Personnel is still basically responsible for the services listed above, many teachers or college departments help students "...to discover, understand, minimize, or reenforce their relative strengths, weaknesses, and potentialities." (Johnson, 1949, p.5). There has been and there needs to be continued coordination of effort in order to achieve the specialized services which E. H. Hopkins "considered to be the most essential to a sound program of higher education." Those services are identified as:

1. A program of pre-college counseling, selection and applicant-centered admissions.

2. An organized program for diagnosis and counseling of students. This includes both intensive and clincial counseling, as well as the normal day-to-day educational and personal counseling provided by the faculty and other less professionally trained counselors.

3. An effective orientation program, spread throughout the entire first year.

4. Remedial assistance in reading, speech, English, and other subject matter areas, for those students who need it.

5. Definite provision for the supervision, coordination, and integration of the co-curricular program on the campus.

6. A Student Health Service, providing professional services in areas of both physical and mental health.

7. An adequate program for the supervision of living arrangements, including the food service program. This program, like the others, must be provided in such a manner as to contribute, to the maximum extent possible, to the social-educational objectives of the institution.

8. A well-organized program for administering financial aids, loans, scholarships, student employment, post-graduate placements, and job-follow-ups.

9. Special facilities for developing and evaluating the religious life and interests of students on the campus.

10. An adequate system of permanent cumulative personnel records, which include pertinent information relative to all aspects of student life and student accomplishment.

11. On most campuses, there is need for a special program of orientation and counseling for foreign students.

12. At the present time, and for the next five years, a special service providing for the coordination of veterans' affairs is an essential part of the total program.

Services need to be implemented, and McDaniel (1962, p.15) suggested that the following positive motivations might be used to help "...students achieve optimal growth:

1. Improving self-esteem by identifying and accepting each student.

2. Clarifying a student's understanding of his purposes and needs.

3. Encouraging responsible involvement in activities that have meaning for him.

4. Improving understanding and increasing acceptance of college standards by consistent interpretation of larger purposes.

5. Increasing the frequency of success experiences by adjusting college programs to a realistic level of student needs.

6. Promoting procedures for total college and peer group recognition of achievement.

7. Reducing frustrations by practical help with minor problems.

8. Strengthening rationality by giving tangible and moral support during crises.

Listing the services and motivations which may enhance learning neither assures that effective use will be made of available resources, nor that there will be a coordination of efforts. Hardee (1959, p. 16-17) notes that, "In the event of inability to learn, the student does not fulfill his function" and in most liklihood will turn to counseling for assistance in fulfilling educational goals and making maximum use of his abilities. Hardee says, "This function weds counseling-an important aspect of student personnel-with instruction and justifies its existence... The urgent need is for understandings to be effected between and among teaching faculty and professionally trained counselors."

What, then, are some of the services offered by student personnel and how are they utilized in teacher education programs? In an effort to survey practices which might be utilized on the campuses of teacher-educators who were attending a North Central Association workshop at Ball State University, 1973, a brief writer-developed survey was circulated to the twenty-one participants. Sixteen replies were received. The survey with tabulated replies follows.

Please indicate whether or not the Student Personnel Services listed below are evident on your campus, and whether or not they are utilized by the teacher-education program.

Student Personnel Services	Level of use	
	Undergraduate	Graduate
Selection and Recruitment		
1. Makes effort to recruit especially for teacher-education programs.	12	2
2. Seeks information from education department for recruiting purposes.	11	1
3. Visits student-teaching centers in order to be aware of school services and needs.	6	1
4. Supports and makes public the criteria for entrance into teacher education.	9	1
Orientation		
1. Gives overview of curricula available within total college.	15	3
2. Gives opportunity for departments to create displays or talk with freshmen regarding desirable attributes for success	12	1
3. Administers tests or inventories to help students assess self.	12	1
4. Cooperates with departments to administer selected tests for departmental information	8	2

	Undergraduate	Graduate
Advisement		
1. Assigns advisors.	9	2
2. Assists students to change advisors when conflicts arise or vocational goals change.	9	2
3. Assists with or provides in-service training for advisors.	4	
4. Confers with departments when students have problems.	9	1
5. Informs advisors of student illness or withdrawal from college.	8	2
6. Conducts courses or seminars to enhance development and self-awareness.	10	1
Counseling		
1. Provides specialized counseling for students regarding vocational objectives.	11	
2. Provides specialized counseling re educational problems, e.g. study habits, tutorial resources.	12	1
3. Provides counseling for personal/social problems.	12	3
4. Assists in referrals to M.D.'s and psychiatrists where needed.	12	3
5. Contacts student's parents or spouse when problems arise.	12	2
6. Assists student obtain remedial reading or other subjects aid as need is evidenced.	10	2
7. Provides on-campus health facilities and personnel.	13	1
8. Assists physically-handicapped students with problems of mobility or medication.	8	2
9. Provides marriage/family counseling.	8	2
Financial Aid		
1. Provides special assistance to individuals who are referred for emergency need.	12	2
2. Attempts to match skills and interests with available jobs.	10	1
3. Places students in situations which enhance vocational goals, where possible.	11	1
Placement		
1. Makes numerous contacts with local schools to assess teacher needs.	9	1
2. Confers with departments, when student recommendations seem weak.	7	1
3. Talks with students about job applications, interviews, preparation and maintenance of credentials.	12	3

	Undergraduate	Graduate
4. Conducts follow-up of students unable to secure job for which prepared.	9	1
5. Conducts follow-up of students placed in jobs.	10	2
6. Surveys students for reasons of withdrawal from program or school.	7	
7. Advises departments of student reactions re strengths and weaknesses of programs.	5	1
General		
1. Maintains student records which may be shared with faculty by student permission.	9	1
2. Maintains research data which identify ability levels, interests, and performance preadmission and during school attendance.	8	2
3. Channels pertinent research data to departments for departmental use or assessment.	9	2
4. Serves on committees in order to relay student needs or requests in curriculum development.	12	1
5. Confers with departments or instructors on cases involving discipline.	13	2
6. Communicates with total staff regarding available resources through Student Personnel Services.	12	1
Teacher-Education Program		
1. Conducts entrance interview with each teacher-education applicant.	8	
2. Provides health information which affects student ability or placement.	10	
3. Relays personal/social information on students which could delay or inhibit entrance into teacher-education.	9	
4. Serves as a member of teacher-education screening committee.	7	1
5. Visits student-teacher in the school system, either routinely or upon request when problems are evident.	5	1
6. Conducts exit interview with Teacher Candidate.	3	
7. Meets regularly, or on request, with teacher-education staff, regarding curriculum innovation or problem.	9	1

Few of the respondents indicated utilization of student personnel services. Verbal communication with several people, however, indicated that a "yes" response also meant that services were 'utilized'. Therefore, only the 'yes' results were tabulated, and the results may not truly reflect the

usage of these services by this population.

Many of the respondents do not have graduate programs on their campuses: therefore, the low response at that level should be evaluated with caution.

According to individual's notations, many of the services, as listed, seem to be functions of departments or divisions rather than Student Personnel. Most disconcerting to this writer were the uncertainties about whether or not such services were available. The question marks were not tabulated.

The survey responses merit brief comment.

1. Where graduate schools existed, few of the student personnel services seemed available to graduate students.

2. Overall, the orientation program, the counseling services, financial aids, and placement services tended to be most visible to the respondents.

3. Student information most often shared with departments or instructors tended to deal with health and discipline problems.

If selection and retention of students is an important aspect of teacher-education, it would seem mandatory that closer interaction than is evidenced by this survey be sought by both student personnel services and education departments. Most especially, it would seem desirable to work together in the areas of recruitment efforts, comprehensive evaluation of students, living/learning environments, curriculum development, and problem solving for student deficiencies and personal adjustment.

> Unfortunately, the organizational structure in many colleges has led to an artificial separation of duties for administrative purposes. The structure has frequently led to a classification of problems into academic, public relations, student personnel, or business areas. Such a separation handicaps the coordinated use of resources on the campus. These resources are needed to meet the many problems faced by students as individuals and by the institution as an entity... (Sheffer and Martinson, 1966, p. 91).

Melvene Hardee (1959, p. 17) succinctly summarized the desirability of working together when she said,

> "It is hoped that the teaching faculty may become as effective in 'educating' as are the best counselors, that the professional counselor will achieve as great distinction as the best teachers, and, further, that teacher-educator and counselor-educator, working in combination, can weld together the segments of a campus wherein the whole student learns."

It is time to move from darkness--to full daylight in the utilization of student personnel services.

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AN INTERDISCIPLINARY MODULE: TEACHING SCIENCE THROUGH THE LANGUACE ARTS MODE

by

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During this period when many changes are taking place in the elementary schools throughout the United States, administrators as well as teachers are concerned about the preparation of the prospective teachers who commit themselves to teaching children how to think. In the classroom, provisions must be made which will give children the opportunity to do critical reading and thinking. They must be taught to organize and evaluate while they are seeking knowledge.

The teacher, like the gardener who provides the right type of environment for his plants, must provide stimulating surroundings in the classroom for the children to develop intellectually. It has been found that the questions asked by teachers at all grade levels constitute more than fifty percent pure memory. This method of teaching fails to arouse the curiosity of the pupils.

Some educators feel that thought-provoking questions can do much to arouse the interest of the children.

Bloom believes that "teachers who behave at higher cognitive levels contribute to intellectual growth at the same levels in children." (Bloom, 1956).

He classifies the cognitive processes in a group based on complexity:

1. Knowledge - Recall of information (i.e. facts, generalizations, skills, definitions).

2. Comprehension - Relating facts, generalizations and skills. This may involve comparisons, analogies, scrambled outlines, or cause - and - effect relations.

3. Application - Applying formerly learned knowledge to new materials or events.

4. Analysis - Breaking knowledge down into its parts; analyzing the structure and organization; distinguishing facts from assumptions.

5. Synthesis - Original thinking; discovering knowledge that is new to the student.

6. Evaluation - Making value judgments based on either external or internal criteria.

Each of the six divisions describes a mental process which includes all of the lower-level processes plus an additional, more complex way of dealing with knowledge. Therefore, evaluation includes some aspect of each of the other five categories or divisions.

The picture of a caterpillar accompanying this outline is used to illustrate how the six levels of questioning may be used in a classroom with elementary school children.

Behavioral Objectives

1. The child will be able to identify a caterpillar as the larva of a butterfly, or moth or of certain other insects, as measured by his ability to describe their distinctive characteristics.

2. The child will be able to discuss the similarity of the caterpillar to any of the orthopterous insects.

3. The child will be able to apply his knowledge and understanding of the caterpillar to any of the orthopterous insects.

4. The child will be able to depict in color his conception of a caterpillar, his environment and livelihood as measured by his ability to color the picture and explain his portrayal.

5. The child will be able to demonstrate his knowledge, comprehension, his application of that knowledge, and his ability to analyze, as measured by his ability to communicate in story form his concept of the life cycle of a caterpillar.

6. The child will display his conceptualization of the caterpillar as measured by his ability to place valued judgment upon those that are useful to man and those which are harmful to man.

Prerequisites

None.

Pre-Assessment

As the picture of the caterpillar is flashed on the screen, the children will tell what they know about the caterpillar.

Learning Activities or Alternatives

1. Have pupils prepare a caterpillar box or cage and feed caterpillers until they become butterflies.

2. Role play the life story of the silkworm, locust, grasshopper or any of the family of orthopterous insects and caterpillars of the swallow-tail butterfly, emperor moth, great peacock moth and tussock moth.

3. Make frieze letting each scene represent a stage of development from a caterpillar to a butterfly.

Post-Assessment

The final assessment for this learning module will be determined by the pupils' ability to perform the tasks stated in the section labeled learning activities. The primary purpose of the activities is to help pupils to achieve the goals or objectives stated.

Examples of some of the questions which may be included are:

(Knowledge) 1. What is a caterpillar?

(Comprehension) 2. Leaves are to caterpillar as _____ is to children.

(Application) 3. Name other insects which go through a cycle of change before they reach maturity.

(Analysis) 4. Color the picture and explain why you colored each part in the way you did.
(Mimeographed copies of the picture of the caterpillar will be given to the pupils).

(Synthesis) 5. Pretend that you are a caterpillar and write your life story.

(Evaluation) 6. What is the most important contribution made by the caterpillar to society.

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PBTE - A LOGIC BASE

by

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Logicians have commonly divided man's knowledge into three domains: 1) the humanities (prescriptive), 2) the sciences (descriptive), and 3) the technologies (efficient practices). Teacher education as a concept or entity would appear to fall largely in the domain of efficient practice. What peculiar combination of efficient practice will result in the product performing according to the constraints of the culture? How will these performances be assessed? How will one identify which practices result in given performances? These are difficult questions (Elam, 71, p. 21) (Cooper, 1973, p.8). However, the fact that the questions are difficult does not assure that they are insurmountable even given the admonitions of Broudy (1972, p. 5). Whatever teacher education is, it is not primarily concerned with "what ought to be" or the "prescription of value." This is not to say that teacher education can function outside a value system but rather that it isn't in a position to determine or set value standards for the culture. Presumably this is the province of the humanities. Likewise, it is not the primary responsibility of teacher education to describe "what is." This domain of knowledge is primarily the responsibility of the sciences. Again, teacher education largely operates in the technology domain; it is primarily concerned with the combination of efficient practice which results in acceptable performance of the product. These efficient practices are based on the value system supported by the culture. For example, a society which cherishes the "dignity and worth of the individual" might employ different techniques of assimilating youth into the culture than the society which cherishes the "supremacy of the state."

The thesis then is that the function of teacher education is to assist the teacher in training in developing an appropriate "bag of tricks" (techniques) which will result in the product functioning successfully in terms

of what Broudy (1973, p. 438) identifies as the three cultural demands placed on all of us - occupational adequacy, civic adequacy, and personal adequacy.

Given this thesis it seems that PBTE is a natural strategy for teacher education to pursue. But the task is great and terribly complex. Perhaps Broudy (1972, p. 5), Nash (1970, p. 240) and Smith (1973, p. 441) among others are right in concluding that the task if futile. On the other hand, the futility expressed should be recognized as theoretical in the absence of test. One would hope that the proponents of PBTE will continue to clarify and refine the concept.

One would hope as well that the critics of PBTE not "evaluate" too soon as warned by Rosenau (1973, p. 2).

> .....if educational policy vacillates and hastens the evaluation of incomplete products or inchoate ideas, we may find ourselves rejecting useful possibilities or stunting any chance that these ideas might have had of proceeding systematically through a rigorous development process. Thoughtful educators always have been cautious about criticizing creativity lest the spirit of the creative artist be doused prematurely. Similarly, a tender "development" has little chance of flowering if icy "evaluation" is applied too soon.

The Communication Problem

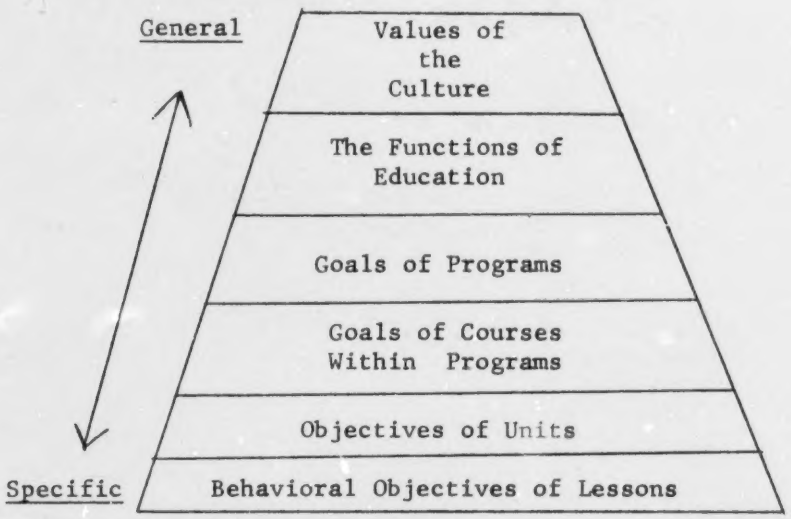
An attempt to illustrate the communication problem associated with PBTE begins with an oft-stated definition of the concept. (Elam, 1971, p. 1).

> .....in performance-based programs performance goals are specified, and agreed to, in rigorous detail in advance of instruction. The student must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades, but for attaining a given level of competency in performing the essential tasks of teaching; the training institution is itself held accountable for producing able teachers. Emphasis is on demonstrated product or output.....

The task of defining a concept so complex and multi-dimensional as PBTE is always hazardous due to the generality necessary in order for the definition to remain manageable. Such is the case with the above definition. While it can serve the function of an "operational" definition it really isn't very functional in terms of an in-depth perception of the total construct. Only by further definition of each of the essential elements of the total construct will the "waters begin to clear." Two people might agree on the operational definition of PBTE and yet disagree violently as to what may be termed a "rigorous performance

objective." One might support a given performance as appropriate while another may reject the same performance on the basis of it being too atomistic. So it goes.

The same logic is applicable to goals. Goals are hierarchical in nature. Program goals must by nature be relatively general, encompassing and hence elusive. Only by the identification of successive lower level goals can goals be identified which are consistent with observable behavior. Higher level goals tend to be difficult to express as explicit indicators of performance and therefore are amenable to multiple interpretation. The following model attempts to illustrate this view.



The writer is convinced that a major problem of communication among educators relates to the concept in the above model. General goals function as "guides" or "directors", are open to multiple interpretation, and take on significance only to the extent they communicate more precisely through successive lower levels of generalization, hence greater specificity. One should study the whole package (summation of the elements and their interrelationships) if any kind of in-depth judgement is to be valid.

Most anyone would agree that individuals should develop occupational adequacy, civic adequacy, and personal adequacy. Broudy (1973, p. 439) suggests these three are demanded by the culture whether they are agreed to or not. The instant one begins to analyze what constitutes civic competency, communication begins to break down. What is civic competency? How is civic competency perceived? How may we recognize civic competence except through performances that we perceive to indicate civic competence? If the only way we can perceive an individual's civic competence is through his performance, doesn't it seem reasonable to catalog the performances which display civic competence as a basis for designing a program to develop civic competence? If the answer is yes, it would seem that PBTE shows promise since the concept is concerned with performance (observable behavior) of the product. Whether the concept is feasible or not is a totally different question. Perhaps the tools to determine or produce the catalog of competencies associated with

civic competence aren't available. Even if they are, perhaps many of the competencies identified will not be within the purview of the school, at least in the way it is presently organized. For example, exercising the right to vote in state and national elections, as an indicator of civic responsibility, clearly is not observable in the product within the secondary school, for obvious reasons However, exercising the right to vote (within the school setting) is observable and is an indicator of civic competence at a particular stage in the product's life. Again, without a catalog of civic competence performances, exercising the right to vote, as a single indicator, is relatively useless as a measure of civic competence and therefore may be viewed as mechanical or atomistic by the critic who has not seen its relationship to the catalog. All kinds of other and perhaps higher quality performances can be seen as related to "exercising the vote" performance. For instance, was the vote simply a party line decision or was it made on the basis of an informed concern with the issues.

Another issue of concern to the critics of PBTE has to do with "humaneness". PBTE is seen as inherently mechanical. It may have some value in preparing people in cognitive skills, particularly factual learning, but the affective domain eludes the concept. Who is humane? What constitutes humaneness? What are some of the characteristics of the humane person? How do we become aware of these characteristics except through demonstrated behavior? If the answer is that we don't, then it would seem logical that an attempt be made to catalog performances with total humaneness and proceed to help the products of education attain them. This clearly is the goal and task of PBTE. Whether this goal is realizable given the present tools and state of knowledge remains to be seen. One thing seems certain, the humaneness dimension of PBTE would not need to be very good to improve upon teacher education as traditionally conceived. Students continue to exit from courses wondering what it was they were supposed to learn, what they have learned, and whether it will help them achieve on the job. When goals are stated in such terms as "understanding", "insights", or "really understand" little help accrues to the student. What is understanding? When do I really understand? In short, the student doesn't know and can't find out. What is more inhuman than passing individuals through a series of courses and experiences based on ambiguities, leading them to believe that as a result of having survived those courses and gained a certain number of hours credit, they are now teachers. On the job they quickly learn that what they are required to perform is far too often not what they have experienced in preparation for teaching.

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CURRICULUM PROCESS MODULE

by

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Terms like module, "LAP" (learning activity package), "IP" (instructional package) and others are used by educators to identify a particular learning strategy. These devices have many common elements even though the formats might differ. The following are some of the more readily observed common elements. No attempt was made to exhaust the list.

1. Individualization of instruction - the notion of learning at one's own pace and in one's own style, taking into consideration what one already knows.

2. Behavioral objectives - an attempt to make very clear to the student what is expected of him, how he can get there, and how he will know when he has arrived.

3. Pre/Post test - an opportunity for both the student and teacher to learn what is already known as a basis for choosing among a number of alternatives. Also, a basis for determining when sufficient learning has been achieved.

4. Alternatives - a number of routes one might take to reach the identified behaviors. The choice or choices are left to the student.

5. Performance emphasis - the concern for output or performance as the indicator that learning has taken place.

The module developed later seeks performance at criterion levels five and six as identified by Turner. (Rosner, 1972, p. 3). The assumption is that higher levels of learning (i.e. analysis, synthesis, evaluation) are undergirded by the lower levels (i.e. knowledge, comprehension and application). In short, the following module may be termed a "building block"

to higher forms of learning.

The format used as a guide is as follows. (Elfenbein, 1972, p. 62).

1. Objectives (and rationale)
2. Prerequisites
3. Preassessment procedures
4. Instructional activities
5. Post-assessment procedures
6. Remediation procedures

Introduction

> ...when groups of teachers are gathered together, the discussion quickly turns to a description of "what we are doing, rather than what we are thinking and why. Let me tell you about our project," is the usual opening gambit... Appallingly few imaginative teachers can articulate why they are doing what they are doing...We remain Franklinian thinkers, ready to show each other how we make leather breeches. We describe the cutting of the leather, the stitching, the fitting, how the finished product is polished up. We don't ask whether we need leather breeches, or maybe whether cloth ones would do better. (Phi Delta Kappan, June 1972, pp. 632-33).

One definition of curriculum refers to the summation of the experiences under direction of the school. A more restricted definition refers to a listing of courses in a particular discipline such as the history curriculum or the industrial education curriculum. So it goes. Curriculum development at best is an abstract process which employs a wide variety of ideas, values and terms. Many of the terms used have multiple connotations and therefore one should become aware of the context in which given terms are used in order to intelligently apply them. Likewise, many substitute terms are used to convey ideas. For example, Wheeler refers to the five phases of curriculum development while Saylor and Alexander refer to the four tasks of curriculum development. An analysis of the two lists reveals essentially the same information which includes the society, the individual, and knowledge. Another writer refers to curriculum referrents and included subject matter, the society, the individual, and the learning process. An examination of the two positions reveals almost the same idea. While the second position lists the individual and the learning process separately, the first position subsumes the nature of the learning process under concern for the individual.

It is helpful to look at curriculum in terms of input, process, and output. Scholars agree that if the curriculum (school's program for learners) is to function (i.e. prepare the individual for a happy and productive life) consideration must be given to (1) the individual as a learner, (2) the nature of the learning process, (3) the society within which the individual interacts, and (4) the nature of knowledge. These therefore become the 'inputs' to the development of a curriculum. Each input is, in turn, examined by consideration of certain elements. For example, we look at the individual in terms of how he is attuned psychologically, philosophically, and sociologically.

Once we have adequate input data the 'process' or developmental phase takes center stage. Again scholars tend to agree on the elements of this process. Essentially these include, (1) determination and definition of the outcomes desired from the school experience, (2) selection of the learning experiences and subject matter content which contributes maximally to desired outcome attainment, (3) effective guidance and development of the selected learning experiences (teaching function), and (4) evaluation of behavior in terms of the desired outcomes. In short, these four activities are designed to answer the questions: what? why? to whom? when? and how?

The teacher who understands each of the elements of the curriculum process and the interrelationship of the parts has a 'concept' of curriculum which commits him to continually examine his instructional practices in terms of their adequacy. The assumption, of course, is that the individual cares.

This module allows you to examine viewpoints concerning the curriculum development process with the hope that you will strengthen your concept of the curriculum process to the extent of dedicating yourself to a lifelong concern for accountability in relation to your function in the classroom.

Behavioral objectives

Upon completion of this module, you should be able to:

1. Without the aid of references list or model the elements of the curriculum development process indicating sequence and defining each of the elements with 100% accuracy based on your favorite authority.

2. Describe on paper and defend verbally the function of feedback in terms of:
   a. its purpose
   b. stages where it can occur
   c. effect it may have

3. Verbalize to the instructional team in a fifteen minute session the applicability of the curriculum development process to learning a discipline, a course, a unit, or a lesson.

Prerequisites

You should have completed the method series modules and the curriculum input series modules prior to attempting this curriculum process module.

Pre-Test

1. Professional curriculum developers have found a particular process helpful when developing instructional programs. Please list the essential elements and indicate the sequence in which they should occur, if important. In order to communicate clearly, you may find it helpful to identify sub-elements of selected elements where their meaning is not self-evident.

You may not need all six spaces.

First:

Second:

Third:

Fourth:

Fifth:

Sixth:

2. Draw a diagram of the curriculum development process indicating the function of the feedback phenomenon.

3. Describe the essential differences, if any, in the application of the curriculum development process to developing a course or a lesson within a course.

Path Selection

Now that you have satisfied the prerequisites, received the results on the pretest and studied the objectives select one of the following paths:

1. "Wow! I know the curriculum development process pretty well. Even though I wasn't clear enough on parts of the pretest the experience has helped me clear them up. I'm ready to take the post-test now."

2. "Gee, I don't get it. This abstract stuff is hard for me. I had better go through the listed activities in order to better understand."

3. I prefer not to go through the listed activities. I will read selected references and take my chances with the post-test.

4. Other (design your own path).

Instructional activities

I. Read the following resources and test your understanding by reacting to the questions listed after each resource.

Taba, Hilda. Curriculum Development: Theory and Practice, Harcourt, Brace and World, Inc., 1962, pp. 9-14.

1. What does Taba offer as a rational process of curriculum development?

2. What is the function of educational objectives and from where do they come?

3. What is the basis for determination of content?

4. Taba points to "points of clarification" in selecting curriculum experiences rationally. What does she refer to?

5. Summarize the breadth and depth argument presented by Taba.

Wheeler, D.K. Curriculum Process. University of London Press, Ltd., 1967, pp. 30-54.

1. Consider the five phases of the curriculum development process listed by Wheeler and point out similarities and differences with the Taba model.

2. Discuss the failures presented by Wheeler caused by the emphasis on "subjects" rather than 'behaviors".

3. List the hierarchy of aims and goals as identified by Wheeler. What is the rationale for this hierarchy?

Williams, William H. "Major Steps in Developing Curriculum", Industrial Arts and Vocational Education, 60:70-82, September, 1971.

1. What is the function of "operations" as referred to in the model listed by Williams?

2. What does the term "resources" refer to in the model listed by Williams?

3. What does Williams mean when he refers to "feedback" as a "dynamic" process?

4. List the three elements of Williams "Program the Program" and describe the function of each.

II. After having studied the listed resources and if you feel moved:

1. Write a paragraph or two recording your "feeling" about what you have just experienced.

2. Model the curriculum development process which is most meaningful to to you. A short rationale for your selection might be helpful.

III. Now that you have gained some insights into the curriculum development process, share these with a small group (two to four) of your collagues in order to become aware of others perceptions and perhaps in the process deepen your own.

Post-Test

1. Please list or model the essential elements of the curriculum development process, as you see it, indicating sequence where important. You

may find it helpful to identify sub-elements of those elements which in themselves don't communicate clearly. You may not need all the spaces.

First element:

Second element:

Third element:

Fourth element:

Fifth element:

Sixth element:

2. Describe or model the function of feedback in terms of: its purpose, stages where it can occur, and effect it may have.

3. In a meeting with the instructional team, orally share your ideas concerning the applicability of the curriculum development process at different levels (i.e. program for a school, a discipline within the program, a course, a unit, or a lesson.)

Remediation

Upon receiving the results of the post-test and having reviewed short-comings in terms of the identified objectives, the student may choose another path and cycle through the process again. The path may include another of the alternative paths identified within the module or it may involve another path arrived at through the interaction of the student and the instructional team.

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AN ELEMENTARY PRINCIPAL INTERNSHIP

by

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Support of the Internship

The internship program is aimed at more effective role induction, adapted from the practices of other professions. The educational administration internship bridges the gap between the real and the ideal and will provide experiences in perception and analysis of some field situations in a way different from a college classroom.

A study by Goldhammer was informative but not flattering to contemporary programs. "To a man they (the principals) felt their preparatory programs were far from adequate for preparing them to resolve the daily problems which confront them." (Cunningham, 1969, p. 78).

Do the graduates of school administration programs succeed in the field? Clearly, some do and some do not. However, there is very little evidence that formal training is of particular value to those who do well. On the other hand, there is some evidence to the contrary. Gross and Herriott reported a negative correlation between the number of professional courses taken by principals and teacher perceptions of their professional leadership. (Cunningham, 1969, p. 78).

Structure Within the Program

The general procedure is this: (1) select a candidate for an administrative license, (2) provide the candidate with a theoretical base in the classroom, (3) somewhere near the end of the preparation the candidate is assigned to an internship in a school system, (4) supervise the interns activities by separate but cooperative efforts of a cooperating principal and a university professor. (Ferreria, 1970, p. 80).

The internship should constitute an integral part of the preparation of all principals. Candidates at the end of the internship may be eligible for certification as principals. For the candidates just entering the preparation program, the masters degree is the minimum academic requirement for admission to the internship. To best fulfill the functions listed for the internship it should be placed near the end of the second year of graduate work. Though ideally there may be a best placement for the internship, the actual time should be geared to each intern's circumstances and the availability of a position in which to intern.

Purpose of the Internship

A distinction must be made between the internship as a vehicle to maintain status quo and as a type of training which will develop an educational leader capable of improving educational practice. Its goal is not conservation, but innovation. (Trump, 1969, p. 115).

The general functions of the internship are:

1. To give the candidate an opportunity to learn to be a principal by behaving like one, that is by understanding a principal in all his responsibilities.

2. To assist the candidate in the application of theory to actual administrative work.

3. To help the candidate secure an administrative post earlier than would be possible without the identification and visibility provided by the internship.

Performance Objectives

The internship is built around performance objectives as a means to reduce the uncertainty and irrelevance of what an intern learns by doing. The list of objectives should be the primary focus of action for the supervisors and the intern. The addition or elimination of performance objectives should be a cooperative effort done with the understanding of all concerned. The objectives are performance oriented but at this point only approximate a truly performance based program. The assessment of the objectives rely upon the professional judgment of those supervising the intern's work. The objectives for the program are categorized and listed according to the four key processes. (Barrilleaux, 1972, p. 63).

Diagnostic Process

1. Identify a school instructional problem and establish criteria to defend it as an authentic one.

2. Activate at least two groups within the faculty, each to arrive at a statement of a school-wide instructional deficiency.

3. Identify and describe competencies for at least 25 per cent of the faculty.

4. Distinguish between the duties that must be performed by the principal and the duties which may be performed by others.

5. Describe his three most distinguishing strengths and his three most distinguishing weaknesses as an administrator.

6. Poll a representative school-community group to determine problems and attitudes concerning school issues.

Prescriptive Process

1. Present and describe at least two possible solutions for a school instructional problem or deficiency.

2. Construct and complete the planning of a minimum of one innovative solution to a school instructional problem involving a faculty or student group.

3. Construct and submit to the superintendent at least two recommendations designed to increase professional growth among teachers.

4. State legal, economic, socio-cultural and policy limitations on his administrative behavior.

Implementive Process

1. Execute a minimum of one innovative solution to a school instructional problem in which a faculty or student group are involved.

2. Schedule and meet with the school advisory panel at least two times.

3. Execute a minimum of two presentations eg. faculty meeting, reports, to professional peers and supervisors.

Evaluative Process

1. Construct an outline for an overall school improvement program for the forthcoming academic year.

2. Demonstrate at least one pilot effort in the improvement of teacher evaluation and/or reporting practices.

3. Describe the three most significant changes in his own style of administrative behavior.

4. Describe a minimum of three strengths and three weaknesses in his own internship experience.

A continuous progress approach needs to be used in which the objective remains constant, while the time factor varies and the interns' progress is determined by the achievement of competencies without strict regard for time limitations.

One purpose of the objectives is to associate the intern with influences other than the cooperating principal. Ferreria's data suggest that the pressures of role expectations of significant others are associated with change in the intern's attitudes. The attitudes of the intern are not directly effected by exposure to the cooperating principal (1970, p.77).

It is important that the principal introduce the intern properly at the beginning of the internship. The principal should clearly define the intern's position and title and kind of work relationship the intern expects to develop with teachers. For best results, the school is selected for participation in the program. Faculty and administration should understand and accept the intern-faculty relationship. After the initial explanation the intern should be given immediate assignments and responsibility.

Seminars

Internship seminars provide an opportunity for all who are associated

with the internship to meet in order to discuss and share the experiences. Occasionally, the supervising professor will have some meetings with interns only.

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AN INDIVIDUALIZED IN-SERVICE PROGRAM

by

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The scope of this article is to propose an individualized in-service program as presented in following rationale, procedures and instructional module. The description is not intended to be comprehensive in nature but rather to highlight certain important elements of an in-service program.

Rationale

In many instances in-service teacher education programs are based upon the supervisors' or administrators' perception of the curricular needs of a school or upon the course offerings of a local university. The difficulty arises that the supervisor may accurately perceive the needed improvement of a particular program, but if teachers do not share this perception or it is not high in the teachers' set of priorities of problems, there is some evidence to suggest that the effectiveness of in-service programs designed to change teacher behavior is limited (Sciara, 1972, p. 4). The in-service program should be based upon the premise that teachers and administrators at the building level must be the people identifying problems which form the content for any in-service work.

The teacher must be ready to learn. That is, the teacher is motivated to work toward acquiring some new competency. The in-service project should involve only the teachers who voluntarily declare an interest and desire for involvement.

When a particular teacher or group of teachers have expressed a readiness to work toward a particular goal, a prescription for appropriate training should be offered. Ideally, training will be aimed at specific competencies that are self-paced, include evaluation, and provide for practice with feedback.

Procedure

Acting on the assumption that teachers know best the problems which beset them and that the identification of such problems would seem to be the best content for upgrading teaching performance, a procedure should be established for determining the problem encountered by teachers. Two approaches are described. The first approach consists of the administration of an instrument which would survey teachers regarding areas of difficulty commonly reported by teachers and researchers in other situations. Teachers would indicate the level of intensity of their interest to the various statements in the instrument. As a check against the validity of the survey, interviews could be conducted by the college consultant.

The second approach would stress the initiative of the public school for identification of problem areas. At the building level, schools would determine the general objectives for the in-service program. College personnel would then participate in the joint planning of the specific competencies, practice activities, and evaluation.

Acting on the assumption that teacher attitude toward in-service has a direct effect on the effectiveness of such programs, a pre-test of teacher attitude toward in-service might serve as an adequate discriminator in the selection of teachers when only a limited number of teacher-participants are desired.

Each college consultant responsible for a module should have demonstrated competency in that area and in previous in-service work. Modules would be conducted in both group and individual sessions. Practice and evaluation of competencies should take place in the classroom whenever possible. In other cases, classroom problems identified by the teacher would have to be encountered and discussed in a group situation.

College consultants should work closely with building administrators involved, keeping them informed of the areas of concern and study as it evolves in the modules. Materials distributed in teacher group sessions would also be given to the principals. Generally, principals should not attend in-service meetings with teachers. The separation allows teachers the freedom to be more open in the expression of concerns and in revealing weak areas. The principals should have opportunity to identify their problem areas and be involved in administrative in-service work.

Instructional Module

The instructional modules prescribed for individual teachers and small groups would be flexible as to time involved and amount of college credit earned. The modules would consist of three basic elements: (1) objectives which pinpoint specific competencies, knowledge, or attitudes

which the teacher can expect to acquire as a result of pursuing the practice component, (2) the practice component should provide for or suggest activities, information and practice with feedback which are useful in acquiring the competency, and (3) the evaluation component will measure the extent to which each skill is acquired (A.S.C.D., 1971, p. 10). It is understood that a performance based approach presently has limitations and should not be stressed to the point that in-service work does not fit the needs of teachers.

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INSTITUTING A PBTE PROGRAM IN A TEACHER EDUCATION INSTITUTION

HOW CAN IT BE DONE?

by

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Since the introduction of any new program or process results in change, a study of change literature might give some information about how to change from the present program into a PBTE program. This paper will attempt to describe briefly some of the strategies related to change but more specifically will look at some of the processes used for changes in institutions which have begun a PBTE program.

The following table was prepared by the author using as strategies for change those listed by Toledo University (Dickson, et. al. 1972, pp. 16-19). The table describes six different change strategies and the use for these strategies in implementing a PBTE program in a college or university's teacher training program. Also given are some shortcomings of each strategy. A combination of these strategies was used at Toledo.

Table I

Change Strategies: Their Uses and Shortcomings

Change Strategy	Uses	Shortcomings
The Decree Approach (One-way decisions by a person with formal Authority)	1. To determine that a new program will be instituted. 2. For breaking deadlocks among faculty groups. 3. For determining basic policies within the area of responsibility.	1. May result in changes in name only. 2. May result in negative reactions. 3. Is undemocratic operation in a democratic institution.
The Replacement Approach (Replacing present faculty with persons who favor PBTE)	1. Selection of new faculty or replacement faculty whose bias includes PBTE.	1. Present tenured faculty cannot be replaced. 2. The model may force conformity but squelch initiative. 3. There is a need for difference of opinions if an institution is to function. 4. Room must be made for diverse philosophical orientations.
The Structural Approach (Changing the present relationship among faculty and staff).	1. Can be used to artifically break barriers between departments 2. Facilitates interdisciplinary instructional teams. 3. May be used for faculty to assume degree of responsibility for making structural change to facilitate PBTE.	1. Contains same inherent shortcomings as Decree Approach. 2. Breaks down traditional College organization.

Change Strategy		
Group Decision Approach (Solutions and decisions are determined and implemented through group agreement).	1. To develop cooperation in developing a new program of PBTE. 2. May be used to "Accept in principle" decisions made by those in administrative positions.	1. May result in rubber stamping of decisions made by those with authority.
Group Decision Approach (Solutions and decisions are determined and implemented through group agreement)	1. To develop cooperation in developing a new program of PBTE. 2. May be used to "Accept in principle" decisions made by those in administrative positions.	1. May result in rubber stamping of decisions made by those with authority.
The Data Discussion Approach (Relevant data is presented to all those who are involved in the development of PBTE).	1. Helps the faculty in group and individual decision making.	1. A great deal of time is required for administrators to disseminate and for faculty members to process all of the data.
Group Problem Solving Approach (Group discussion for identifying and solving problems.)	1. The final model resulting from this method has faculty support.	1. Takes a great deal of time.

Specific examples of activities which were used in the previously stated strategies are described in two sources. (Otten, 1973; Dickson, et al, 1972). These examples are grouped below within each of the six change strategies.

THE DECREE APPROACH

* Applied for and received a small grant for planning
* State legislative mandates which placed heavy demands on college and university teacher preparation institutions to change their practices
* The decision was made by the school Dean to institute PBTE

* The members of departments began to identify specific learnings that teacher preparation should include.

* Investigators evaluated software and hardware for use in the learning modules including observation of their use in other institutions. They also investigated the use of locally produced materials.

* Teacher-training objectives were mutually developed.

* Individual departments within a school of education have drawn up plans for PBTE.

DATA DISCUSSION APPROACH

* Attempts were made to increase cooperation and communication among the various departments of the college.

* Workshops for faculty on competency based instruction.

* The task force wrote a final report including materials which were developed relating to competence for a teacher education program model.

* Information gained by the task force was given members of the Education Division of the College.

* Developed an evaluation system which provided data on the system components effectively.

* Faculty members were sent to PBTE Conferences to develop expertise as consultants.

* A renewal program was developed for faculty members to give them information about the program as it developed.

* Faculty were sent to visit other institutions with PBTE programs.

* Representative PBTE components were purchased and made available to staff.

* Clusters of faculty members with an interest in instituting PBTE discussed their views with other faculty members.

GROUP PROBLEM SOLVING APPROACH

* Consultants were employed to aid staff in changing to PBTE.

* Coordinators worked with a committee to develop evaluative procedures.

* Task force search literature, conducted correspondence, and made telephone contacts to gather data on PBTE programs and other alternatives.

* The Dean broke deadlocks among faculty groups

* Policies were determined

THE REPLACEMENT APPROACH

* A minority faculty member was added to the school of education

* New personnel were in key positions at the time plans were made to begin a PBTE program.

* Retiring and resigning faculty were replaced with faculty with a commitment to PBTE

* Some faculty selected themselves out of the program

THE STRUCTURAL APPROACH

* Teaching centers were developed in selected public schools

* Instructional teams were formed

* Provisions were made for change in transcripts and permanent records to fit the needs of PBTE

* The task force met with representatives of public schools to discuss a proposed institution of a PBTE teacher training program

* Coordinators with some released time were chosen (at the University of Toledo two of the coordinators became elementary and secondary department chairmen respectively) (Otten, 1973, p. 38)

* Cooperating teachers were selected and trained in the competencies required in a PBTE program

* Establishing committees to obtain community support and commitment

* Development of task forces - sometimes including persons outside of the college - to investigate PBTE

* Employed Programmed Evaluation and Review Technique (PERT) to develop a plan or system for change

* Successive approximation was used as a method of moving forward with PBTE.

GROUP DECISION APPROACH

* Small and large group retreats were used for faculty to discuss the institution of PBTE

* A decision-making committee was formed to receive recommendations from various steering committees and to coordinate public school and college relationships

* Faculty members who served on the Planning Grant Task Force contributed to the final plan formulation.

* Pilot groups were used in some programs, others initiated PBTE for all students at one time.

* A questionnaire was designed to ascertain interests of faculty members as to the areas of planning in which they desired to participate.

* Released time was given to designated faculty to compile essential program building tasks.

Summary

Although several of the colleges represented in this study used all of the six change strategies to some degree, the structural approach, group decision approach and the data discussion approach seemed to meet with more approval. The reader will probably notice some overlap where the activity may include more than one change strategy. An attempt was made to place each activity in the change strategy area which seemed to be most applicable, but obviously the boundaries for the strategies are not that precisely drawn. No attempt was made by the writer to evaluate these activities as to their rank in ability to effect change, but rather they are given as a starting point for the reader to design his own change strategies.

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TAKING A LOOK AT THE ROLE OF THE LEARNING RESOURCES CENTER FACILITY AND STAFF IN A PERFORMANCE BASED TEACHER EDUCATION PROGRAM (A SEARCH OF THE RESEARCH)

by

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An attempt to establish the role of the learning resources center facility and staff in the Performance Based Teacher Education program must first begin with definitions of PBTE and Learning Resources Center (LRC). Perhaps the best definition for PBTE can be found in Stanley Elan's report: A Resume of Performance Based Teacher Education: What is the State of the Art? He says:

> In performance-based programs, performance goals are specified and agreed to in rigorous detail in advance of instruction. The student preparing to become a teacher must either be able to demonstrate his ability to promote desirable learning or exhibit behaviors known to promote it. He is held accountable, not for passing grades but for attaining a given level of competency in performing the essential tasks of teaching the training institution is itself held accountable for producing able teachers. The emphasis is on demonstrated product or output. (Elam, p. 3)

Stanley Elam places the emphasis on "demonstrated product or output.) It seems this emphasis pinpoints the need for a teacher support center where students can manipulate the tools of demonstration and where he can create media for demonstrated output of his ideas. He further needs access to a depository of manipulative devices, curriculum printed matter, audio-visual aids, media in general which he can use to express his ideas in a demonstrated performance output. There are many names given to these centers of performance learning and many styles from which to choose. The definition for any model is very similar to that of any model. The function, however, may vary.

Theodore E. Andrews in his report, the Manchester Interview: Competency-Based Teacher Education/Certification, which he did for the "American Association of Colleges for Teacher Education," writes of his concerns as to the matter of where performance-based teacher education will lead in changing roles of students, staff and curricula, to the whole structure of teacher education. He writes a fictional account of what might happen to a structure of teacher education. He speaks of his work in the competency (performance based) field which hypothetically leads to his being appointed director of a teaching center - another term for a broader concept of a learning resources center. When asked to describe the teaching center, he said:

> Well, first of all forget everything you know about education centers when you were here. (Obviously, this is a projection into the future after the possibility that existing teacher education programs in the U.S. break down.) Teaching centers exist in a specific geographic area; this state which isn't too large has seven. Specifically, a typical teaching center like ours encompasses a relatively large school district or several smaller districts. In this center all teachers are part of the clinical approach to the preparation of teachers. In other teaching centers only some teachers in certain buildings with specific responsibilities are part of the teaching center. Typically in those cases the center has specialized in one or more areas of educational training, for instance, administrators, or staff support personnel.
>
> One of the seven centers does only research based on the needs of the other six centers. A research committee with representatives from each center coordinates educational research in the state. (This) center, however, is for the preparation of teachers from early childhood through the twelth grade in all academic areas. The center is staffed by a director and a number of classroom teachers and former collegiate (education) personnel. All faculty are called education instructors since all persons in the district support the program to prepare teachers for the schools of the state while at the same time providing quality education for the children of the district. -- there are no longer any teacher training functions in the colleges-- (Andrews, page 4).

In this kind of center the student is prepared for teacher roles. She isn't simply a teacher of kindergarten through third grade. The teaching activities are broken down into roles she will play in the school program, and specific behavioral objectives are established for these roles. Each role is broken down into a major learning module including a number of individual elements. The student pursues this modular learning in the order he chooses and at his own rate of speed, devising alternative ways to meet the competencies expected, if he desires.

A module might involve the teaching of one-to-one correspondence in arithmetic to first graders. First, the student teacher must demonstrate his 100% mastery of the concept. He must do this before he can begin to teach the concept to children. Secondly, he must develop a technique for diagnosing what the children know, what they are already able to do in terms of the specific criteria established.

In this arrangement there is a definite pattern of input to the student teacher and one of output from the student teacher to the public school student. The student teacher actually had to "diagnose" the learning difficulties of the children and literally prescribe and create the materials and activities that would enable these children to learn the one-to-one

correspondence concept. Let us note here that these two features are fundamental to every role definition that relates to teachers and children in this - or any other kind of teaching center (learning resources center). In other words, the student teacher must be a diagnostician of learning difficulties requiring a comprehensive background in measurement and psychology, and also must demonstrate the ability to utilize and if necessary, to create appropriate curriculum materials to individualize instruction-and must do this across the range of his teaching specialty. (Andrews, pages 4-12).

Herein, then, lies the role of any learning resources center facility and staff in the PBTE program. Since our educational society has not yet arrived at the hypothetical position of the singular teaching center apart from the college as Theodore E. Andrews anticipates it, an application must be made to the situation which currently does exist, namely: 1. the college learning resource center (where input is provided to the student teacher in her preparation) and 2. the public school interest centers (through which output from the student teacher occurs.) Basically, both types of centers provide a performance based learning program in varying degrees.

The library (learning resources center) of today must provide today's student with a vast variety of opportunities. In guidance and counseling the materials (media) can give him a firm base through stimulating and channeling his permanent interests and often they will help him build new ones. One of the most valuable returns would be his cultivation of a habit of using a learning center for purposes of study and self-instruction.

B. Lamar Johnson identifies several points that must be emphasized in proper use of the learning center and its staff (whether that center be at the college input level of the student teacher or at the output public school level):

(The term "library" here is used in place of Learning Resources Center but for our purposes they are one and the same thing.)

1. The library constitutes both an opportunity and an obligation for the administration. The administrator has an opportunity to use the library as a vitalizing force in the instructional program. To do this, he has at least three basic moves to make:
   a. Give the librarian a position of major importance on the instructional and curriculum-building staff.
   b. Make the library the chief resource center for all manner of instructional materials, including audio-visual materials, in addition to books, magazine, and other printed matter.
   c. Use the library as a developing source of information regarding instructional achievements and problems, regarding students' needs, interests, and accomplishments.

2. To aid instructors make optimum use of the library, the librarian, in addition to his usual duties of ordering, organizing, and administering materials, should assume at least six responsibilities:

a. Get acquainted with instruction by studying syllabuses, conferring with instructors, visiting classes, and observing the library work of the students.

b. Work on curriculum committees and other groups responsible for curriculum construction and the improvement of instruction.

c. Work with individual instructors on building course syllabuses or teaching units (learning modules).

d. Direct the attention of instructors to instructional materials appropriate to their teaching.

e. Encourage instructors to work with their students in the presence of library materials. (Performance in the micro-teaching arena should be included.)

3. In using the library effectively in teaching, the instructor should recognize at least the following seven opportunities:

a. Know the library and its resources, particularly those relating to his field of instruction.

b. Teach his students how to use library resources useful in his teaching field.

c. Call upon the librarian to cooperate in building course syllabus and in planning teaching.

d. Keep the librarian informed regarding instruction in his classes.

e. Invite the librarian to report problems which his students have in using library materials.

f. Use library resources in his teaching.

g. Work with his students in the presence of appropriate library materials. (Johnson, pp. 340-1)

Use of the library - or learning resources center - or teaching center - or laboratory (the terms are used synonymously) will help the educator search for areas of research for promising variables which can be worked into rigorous classroom experiments and perhaps be developed into performance criteria: laboratory studies, subject matter research, experimental classroom studies, and "process products studies." (Smith, p. 40)

If one were to describe existing resource centers in terms of a center which would seem to meet the standards, would play an authentic role in PBTE (both input and output patterns), and conform somewhat to the demands of money tightness, attitudes and emotional variables, one would probably come up with a variety of types in existence today. Suspecting

this to be so, a survey was conducted in this workshop of representatives of twenty colleges preparing teachers in nineteen Midwestern states where a climate of concern for PBTE is developing.

The writer posed three areas of concern for an opinion poll: 1. The role played by their resources center, 2. Suggestions for improvement, and 3. Prospects and procedures for change. Some interesting results were obtained:

A. The role played by their resources center.

1. The center is very valuable; it is vital to the successful operation of PBTE - a must in any PBTE program or in any teacher preparation program regardless of its base.

2. Its developmental possibilities need:

   a. More adequate funding
   b. Consolidation of library, audio-visual and television units under a control authority. (They often work at cross-purposes, in order to build roles and authority.)
   c. Most of the faculty are keenly interested in the improvement of the center.
   d. Preparation of packets, modules and units of work is dependent on materials available in the center. This requires print and non-print materials, equipment, and production capabilities for prepara- and modification of modules, packets and units.
   e. The center should include personnel who are specialists in curriculum development to work with staff in designing the curriculum; in developing modules, packets, and units; in providing television service for evaluating students' performances.
   f. Some faculty and administration and staff are
      (1) aware-enthusiastic-imaginatively involved
      (2) unaccustomed to uses of resources
      (3) impressed, but afraid to try
      (4) antagonistic and uninformed
      Most of the personnel will change, with varying degrees of change, toward favorable attitudes with in-service training - particularly when the training is on an individualized basis.
   g. Centers vary from those at the top of the scale with adequate facilities, personnel, and inventory of media to complete inadequacy: no center at all. (However, in all schools, planning was on-going, and where there were no centers, planning will provide for centers in the near future.)
   h. The center must be an inter-disciplinary service organization.
   i. Facilities should be easily available to the entire college.

B. Suggestions for improvement and better use of existing learning resources centers.

1. Re-education of faculties both in college and public schools as to the philosophy of a learning resources center.

2. Preparation and sharing of teaching modules should be required of student teachers and a processing center stocked with adequate materials should be provided in the center where this can occur.

3. The center staff, department heads, deans, faculty, and students should explore together all the possibilities of utilizing the learning resources facilities. All new ideas should be shared with the entire group.

4. Faculty support and adequate budget support can result in improved quality of services which a learning resources center can provide.

5. Every person involved within the college - from bottom to top (not from top down) - should be exposed to an in-service training program in the services which a center can provide. Demonstrations would be helpful. All people should be involved in a performance based and some kind of feed back should be made to detect progress.
6. Facilities for individualized learning must be provided. Prospective teachers must learn to be involved in collecting the variety of materials that are available and at the disposal of teachers in the public schools. They must become familiar with the wide range of curriculum materials, and with the hardware and software items and with their use.

C. Prospects and/or procedures for change.

1. The main factor for change will be the number of dollars allotted to the learning resources center budget.
2. Enthusiasms of informed faculty will influence other faculty.
3. Students' enthusiasms drag other professors in to the program.
4. A good public relations program originating in the center with center staff - communicating by written notes or word to professors of new materials and services available to specific areas - is helpful.
5. Additional resources available to a broader segment of college, staff and students will bring more importance to the center.
6. The establishment of a learning resources center is no longer a question. The problems are:
   a. How soon?

b. How and how much financed?
c. Staffing.
d. How used in PBTE to best advantage?

In conclusion, it is evident that the whole attitude about learning resource centers is in a state of change and is general to all concerned colleges who are - or will be - in a performance based teacher education program. Many people are awakening to the realization that these centers are a "must" in the PBTE program. Money is a controlling factor, but administrators are grudgingly releasing more and more money for the multitude of media (other than - but including - the library book) and facilities and service people so essential to individualized instruction. Accrediting agencies like the North Central Association and the National Council for the Accreditation of Teacher Education have influenced administrators to take a closer look at the center facilities and services. Curricula are rapidly changing to provide for criteria, behavioral objectives, diagnosis, evaluation, and procedures or methods to meet the needs of PBTE. No longer do we believe that teachers can be prepared only in teacher training colleges. Our vision is expanding to include teacher learning centers outside the college. Students are being asked to contribute to the planning and it is becoming a joint venture with the professional becoming more and more a resource person; the student becoming more and more a performer. Much of what is learned in the future will come about because of contrived experiences within the learning resources center, with the student satisfying certain behavioral objectives and meeting pre-established criteria, through the use of learning modules and incorporating media, demonstrations, micro-teaching experiences, individualized instruction, role playing, evaluative instruments, etc. The learning resources center staff must also assume new roles of authority, responsibility and involvement with both the teaching faculty and with the students. These center staff people will gain new status and will become an essential part of the instructional team with all the rights and privileges involved. Teaching and learning, therefore, will become a team situation. At the heart and projecting outward throughout the whole of learning is the learning resource center and its varied trained and competent staff.

It would appear that the learning resources center and performance based teacher education must forever move forward as a joint venture - one completely bound to the other - each completely dependent on the other.

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SELECTED RIGHTS OF STUDENTS IN TEACHER EDUCATION PROGRAMS

by

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All humans bring human rights into society with them - society itself does not bestow them. But society does sometimes violate the rights, or takes measures that threaten their free exercise by all citizens. Should we not at this stage in the life of our democratic society take time to think about such questions as: Are the rights of the student of teaching violated by selected practices utilized for determining who will be admitted to teacher education? Are the educational rights of students violated by our teacher education program?

In an effort to arrive at a first approximation of the current scene, this paper will present a "brief look" at the American precedent, some current practices, and a statement of the educational rights of the student in teacher education.

> We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain inalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. (Declaration of Independence)
>
> ---No state shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdictions the equal protection of the laws. (US Constitution XIV)
>
> ---The educator believes in the worth and dignity of man. ...He regards as essential to these goals the protection of the freedom to learn and to teach and the guarantee of equal educational opportunity for all.--- (West Virginia Education Association, 1970, p. 19)

In the light of the American precedent set by the Declaration of Independence, the Constitution, Supreme Court decisions and the Code of Ethics of the Education Profession, are we as teacher educators violating the rights of the teacher education student when we endeavor to implement

policies and procedures for admission and retention in teacher education as implied by such statements as the following?

> The profession must set standards for selection, preparation, and licensure to assure competence of those admitted to practice and to membership and seeing to it that these standards are enforced. --- (National Education Association, 1965, p. 30)
>
> ---attention to the characteristics of students admitted to, retained in, and graduated from teacher education is essential to designing and maintaining acceptable programs. It is assumed that an institution selects and retains qualified students in its programs and eliminates those who should not go into teaching---
>
> In certain instances, institutions may wish to recognize the potential existing in students who do not qualify for admission by the usual criteria by offering special or experimental teacher education programs.---
>
> Students seeking admission to programs may have to meet requirements in addition to those generally prescribed for enrollment in the institution---(National Council for Accreditation of Teacher Education, 1970, p. 9)
>
> An institution approved for teacher preparation should assume the responsibility to select students for admission to teacher preparation and to require continuous evaluation for retention in the programs, giving consideration to good physical and mental health, good character, interest in learning, and demonstrated skill and knowledge as a student teacher. (Taylor, 1972, p. 3)

The Catalog of West Virginia State College explains in detail the following procedures of the College for admission to teacher education: submit an application when 60 semester hours have been completed, provide or permit to have on file evidence of adequate speaking ability and mental and physical health, provide evidence that indicates probable success in the profession of teaching - professional commitment, social competencies, skill in democratic processes, knowledge of child behavior, and moral-ethical standards. In addition the student must have an average of at least 2.00 (average) in his teaching field(s), in professional education courses, and overall. The student may not count a grade of "D" in professional education courses in teaching field courses or in freshman English courses. He must also have a recommendation from the department chairman of his teaching field. Additional interviews and/or standardized tests may be required of any candidate. If his application for admission is disapproved, a hearing will be held at the request of the student. (West Virginia State College, 1973, p. 39)

According to Brubaker, (1973, p. 135) since 1930 a policy of selective admissions for teacher education has been evolving. He also reported that the 1970 North Central Association Teacher Education Workshop participants had asserted that the right of the teacher education institution to select persons to be admitted to prepare for teaching had seldom been questioned, (Brubaker, 1973, p. 47). However, it is known by the writer that some states having an "open admissions policy" for the state institutions will permit all students to be admitted to the teacher preparation program. The Newman Task Force also emphasizes that all students should have access to college entry, access to sound career programs, and continuing access to higher education reentry at any age. (Newman, 1971)

Even though some authorities have maintained that preservice selection of teachers was incompatible with democratic ideals of education, institutions have continued to utilize many of the previously identified factors for this purpose. According to Brubaker (1973, pp. 183-187) the factors believed to be most effective include the following: grade-point average, faculty and department recommendations, interviews and individual conferences, psychological and personality evaluations, assessment of attitude toward children, results of an English proficiency examination, health examination and speech and hearing tests. He also indicated that most institutions currently reject fewer than 10 percent of the teacher education applicants, (Brubaker, 1973, p. 3). Perhaps this accounts for the writer's inability to locate court decisions pertaining to the selection and retention procedures for admission to teacher education or to the violation of procedural due process for non-misconduct suspensions.

However, the lack of information about court decisions does not mitigate the importance of the rights of students enrolled in teacher education programs. It is with this in mind that the following statement made available by Mr. Robert W. Hayes, New York State Education Department, is shared with the readers.

THE EDUCATIONAL RIGHTS OF STUDENTS ENROLLED IN TEACHER EDUCATION PROGRAMS

The educational rights cited below should be viewed within the context of a democratic society that guarantees all citizens certain human and civil rights. Moreover, they should be considered as congruent with those rights held by faculty and institutions and consistent with the principle of public disclosure.

The educational rights of students rest on the following assumptions:

1) that achievement evaluation is only justifiable in areas where instruction has been provided;

2) that, when instruction is provided, evaluation is essential;

3) that an instructional system, if it is to be responsible, must concern itself with the explicit basis for instruction, provide feedback, and publicly disclose the requirements to be met; and,

4) that evaluation should be consistent with instruction and be congruent with the explicit diagnosis of students as indicated by their profiles as learners.

Therefore, in a teacher education program, the student has the right to expect the following:

1) an instructional program that will help him acquire a level of competency which enables him to assume instructional responsibilities in a classroom;

2) that the instructional program is a direct outgrowth of identified competencies;

3) that the competencies he is to attain are explicately and publicly stated:

4) that continuous feedback about his progress will be provided;

5) that there will be sufficient opportunity to make progress while involved in the program;

6) that the assessment procedure will have publicly stated conditions of performance and designated levels of mastery;

7) that the assessment procedure will include a pre-assessment which will allow him to demonstrate his level of performance prior to his involvement (enrollment) in any component of the instructional program;

8) that a record of performance will be continuously available to him in a profile form; and,

9) that the established standards of achievement to receive recommendation for certification are based on the preceding criteria.

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OPINIONS REGARDING SELECTED POTENTIAL CHANGES IN POSTSECONDARY EDUCATION AND THEIR DEGREE OF IMPACT ON TEACHER EDUCATION

by

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The phrase, 'ever accelerating change' has frequently been used to describe the American society in which we live. In consideration of this condition, it is imperative that educational institutions prepare citizens to function effectively within the changing society and provide an atmosphere which offers opportunities for continuing education.

The recognition that teacher education must be redesigned for a future quite different from the present was one of the issues considered at a recent AOTE Invitational Conference on Redesigning Teacher Education. (Bertrand, 1973, p. 14). In meeting this challenge, it is especially important that teacher preparation institutions have personnel that are attuned to the times and anticipate the changes that are likely to occur in postsecondary education. They must also recognize the potential impact of the projected changes on teacher preparation and be prepared for the adjustments needed to meet the emerging needs.

In the preparation of the opinionaire administered to the participants of the 1973 North Central Association Workshop on Teacher Education, the publication, A Forecast of Changes in Postsecondary Education (Huckfeldt, 1972) published by Western Interstate Commission For Higher Education (WICHE) was reviewed in order to select change statements believed relevant to the teacher preparation area of postsecondary education. For the purposes of this study, workshop participants were asked to react to thirty of the change statements previously considered by the 385 survey panel members involved in the study for the National Center for Higher Education Management Systems. In addition to indicating the degree of likelihood (on a seven point scale) that a given change would occur, the 1973 NCA Workshop participants were also asked to indicate the degree of impact they thought the change would have on teacher education if it did occur. The responses were weighted (Very Low or No Impact = 1; Moderate = 4; Certain to Occur or Very High Impact = 7, etc.) and the means were determined for each change statement. These data and selected information from the WICHE report are presented in Tables 1 and 2.

Table I

MEAN VALUE AND RELATIVE LEVEL ON LIKELIHOOD QUESTIONS FROM THE WICHE REPORT AND NCA WORKSHOP PARTICIPANTS

Change Statement	WICHE REPORT		NCA WORKSHOP PARTICIPANTS	
	Mean Value on Likelihood Question	Relative Level of Likelihood	Mean Value on Likelihood Question	Relative Level of Likelihood
Access and Participation				
1. The proportion of students in postsecondary vocational programs will increase	5.8	Very High	6.0	Very High
2. Enrollments in professional education (e.g., law and medicine) will increase	5.6	High	4.6	Moderate
3. Organizations other than colleges and universities will provide an increased amount of postsecondary education	4.9	Low	4.9	Moderate
4. The number of students involved in continuing education throughout their lifetime will increase (caused by retraining, dropping in and out, etc.)	6.1	Very High	5.9	Very High
5. More high school graduates will delay entrance to postsecondary education	4.6	Very Low	4.5	Moderate

Note: The NCA Workshop participants were asked to respond to the items as listed while the mean scores in the WICHE report were determined after the change statements were rated within the categories, i.e., Access and Participation, Competency and Performance, etc.)

TABLE I, Cont.

Change Statement	WICHE REPORT		NCA WORKSHOP PARTICIPANTS	
	Mean Value on Likelihood Question	Relative Level of Likelihood	Mean Value on Likelihood Question	Relative Level of Likelihood
Competency and Performance				
6. Certification of student competencies will be increasingly possible other than through formal academic programs.	5.6	High	5.3	High
7. Student progress will be measured by competency and not time.	5.3	Moderate	4.8	Moderate
8. Student experience (work, service) in the nonacademic community will be increasingly accepted for academic credit.	5.3	Moderate	5.4	High
9. The manpower needs of society will receive increased attention.	5.4	High	5.5	High
10. The length of time required to obtain a bachelors degree will decrease.	5.2	Moderate	3.9	Low
Structure of Educational System				
11. The ease of transferability of credit from one institution to another will increase.	5.6	High	5.4	High
12. State-level agencies will have increased control over postsecondary education.	5.6	High	5.2	High
13. Institutions will increasingly share resources (i.e., library, faculty, facilities, equipment).	5.5	High	5.9	Very High

TABLE I, Cont.

Change Statement	WICHE REPORT		NCA WORKSHOP PARTICIPANTS	
	Mean Value on Likelihood Question	Relative Level of Likelihood	Mean Value on Likelihood Question	Relative Level of Likelihood
Structure of Program Content				
14. The emphasis on upper division and graduate programs will increase in four-year colleges and universities.	5.0	High	5.2	High
Structure of Faculty				
15. Teaching will become a more important function of postsecondary education.	5.3	High	5.0	Moderate
16. Faculty will have less freedom relative to workloads and activities.	5.4	High	3.4	Very low
17. Faculty collective bargaining will become more widely adopted.	5.7	Very High	5.8	Very High
18. Faculty will have increased teaching loads.	5.2	High	4.1	Low
19. Fewer faculty members per student will be required for instructional activities (due to such factors as changing technology).	4.7	Moderate	4.0	Low
Structure of Educational Technology				
20. Use of individualized instruction will increase.	5.0	Moderate	5.6	High
21. The use of TV, computers, and new technologies in postsecondary instruction will increase.	5.8	Very High	5.9	Very High

TABLE I, Cont.

Change Statement	WICHE REPORT		NCA WORKSHOP PARTICIPANTS	
	Mean Value on Likelihood Question	Relative Level of Likelihood	Mean Value on Likelihood Question	Relative Level of Likelihood
22. Variations in academic calendars will increase.	5.2	Moderate	5.3	High
23. The emphasis in postsecondary education will be on techniques and processes for learning rather than subject matter.	4.2	Very low	3.7	Low
24. Future physical facilities will be more flexible and versatile.	5.6	High	5.6	High
25. Postsecondary education facilities will be used more hours in the day and more days in the year.	5.8	Very High	6.7	Very High
Resource Availability				
26. Scrutiny by funding sources as to how well resources are being utilized will increase.	6.3	Very High	6.0	Very High
27. Use of new management and planning techniques in postsecondary education will increase.	6.1	High	5.5	High
28. Planning in postsecondary education will include an analysis of outcomes as well as an analysis of inputs.	5.8	High	5.5	High
29. Formal accreditation of programs and institutions will become less important.	3.5	Very Low	3.3	Very Low
30. The use of home study programs will increase.	4.9	Moderate	4.6	Moderate

As shown in Table I, the NCA Workshop participants (N=20) reacted over-all in essentially the same way as the WICHE Panel (N=385) to the 30 selected "change statements." The means as determined for the two groups varied from 3.3 to 6.7 and 3.5 to 6.3 respectively.

Of the 19 statements rated "high or very high" by the panel, 15 were given the same ratings by the workshop participants. Mutual agreement was evident with respect to the likelihood of such changes as: more students will pursue postsecondary education (1); continuing education will increase (4); certification of competencies will be increasingly possible by other than formal academic programs (6); state-level agencies will have increased control (12); four year institutions will give greater attention to upper division programs (14); collective bargaining will become more widely adopted (17); the use of TV, computers, and new technologies will increase (21); scrutiny by funding sources as to how well resources are being utilized will increase (26); and, planning will include an analysis of outcomes as well as an analysis of inputs (28). The Workshop participants rated the "change statements" about the increase in professional education (2) and the increasing importance of teaching (15) as "moderate" rather than "high".

Two of the seven "change statements" rated "moderate" by the WICHE Panel were rated "moderate" by the NCA Workshop participants. In terms of the theme of the workshop it was interesting to note that one of the two statements was, "Student progress will be measured by competency and not time." The "change statements" concerned with work experience being counted for academic credit (8), the use of individualized instruction (20), and variation in academic calendars increasing (22) were rated high rather than moderate by the workshop participants.

The WICHE Panel rated four "change statements" as "low" or "very low", while the workshop participants rated only two of the items at this same level. Both groups were in agreement that emphasis on techniques and processes for learning will not replace the emphasis on subject matter (23) and that formal accreditation of programs and institutions will not become less important (29). The NCA Workshop participants indicated a higher degree of likelihood than the WICHE Panel regarding the delayed entrance into postsecondary education by more high school graduates (5) and the provision of postsecondary education by other than colleges and universities (3).

Deviations in ratings (more than one classification above or below) were noted for "change statements" (5), (16), and (18). The workshop participants, with exceptions, did not strongly agree that faculty would have less freedom relative to workloads and activities (16) or would have increased teaching loads (18). These ratings were apparently related to their response to "change statement" (17) where they indicated a "very high" likelihood that faculty collective bargaining will become more widely adopted.

The 385 WICHE Panel members were asked to respond to the question, "Assuming this change will occur, what will be its impact?" with respect to postsecondary education while the NCA Workshop participants were asked to respond to the same question when directed only to teacher preparation.

Therefore no direct comparisons were made between the responses to the impact questions shown in Table 2.

TABLE 2

MEAN VALUE AND RELATIVE LEVEL OF IMPACT QUESTIONS
BY NCA WORKSHOP PARTICIPANTS

Change Statement	Mean Value of Impact Question	Relative Degree of Impact	Change Statement	Mean Value of Impact Questions	Relative Degree of Impact
1	4.6	Moderate	16	4.0	Low
2	3.6	Very Low	17	5.0	High
3	4.5	Moderate	18	4.4	Moderate
4	5.1	High	19	4.6	Moderate
5	4.4	Moderate	20	5.4	High
6	4.9	Moderate	21	5.6	Very High
7	5.2	High	22	4.4	Moderate
8	4.8	Moderate	23	4.9	Moderate
9	4.4	Moderate	24	5.2	High
10	4.2	Low	25	4.6	Moderate
11	4.6	Moderate	26	5.3	High
12	4.6	Moderate	27	4.9	Moderate
13	4.9	Moderate	28	5.4	High
14	4.8	Moderate	29	3.6	Very Low
15	4.6	Moderate	30	3.9	Low

With consideration only to the responses of the NCA Workshop participants, the "change statements" classified as having the greatest degree of impact on teacher preparation were, in rank order, those concerning such changes as: Use of TV, computers, and new technologies will increase (21); use of individualized instruction will increase (20); planning will include an analysis of outcomes as well as an analysis of inputs (28); scrutiny by funding sources as to how well resources are being utilized will increase (26); student progress will be measured by competency and not time (7); future physical facilities will be more flexible and versativle (24); the number of students involved in continuing education will increase (4); and, faculty collective bargaining will become more widely adopted.

If the following "change statements" were to occur, the NCA Workshop Participants believed they would have a "low" or "very low" degree of impact on teacher preparation: increased enrollments in professional degree programs (2); formal accreditation will become less important (29); increased use of home study programs (30); faculty will have less freedom regarding workloads and activities (16); and, a shorter time will be required to obtain a bachelor's degree (10).

On the basis of the opinions expressed, it may be concluded that the 1973 North Central Association Teacher Education Workshop participants reacted to the selected "change statements" (likelihood change will occur) essentially the same as the 385 WICHE survey panel members. Their responses to the degree of impact on teacher preparation question also indicates an awareness of the implications of greater state control, accountability, competency performance based instruction, continuing education, collective bargaining, and new instructional precedures and technologies. This awareness, among such educational leaders, should help our educational system to keep pace with the rapidly changing world.

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THE EVALUATION OF THE BEHAVIORAL OUTCOMES APPROACH

by

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The Purposes of Education

Educational evaluation is an integral part of the general process of education. Therefore it is necessary to place the process of educational evaluation in its proper context. According to a pamphlet of the U. S. Department of Health, Education, and Welfare (1960, p. 1) the broad purposes of education in the United States are:

1. The development of the individual;

2. The achievement of the maximum welfare of society through the cooperative efforts of individuals and groups.

These statements seem simple and straightforward but they maybe deceptive. The fact that educators are inclined to read and immediately accept them may mean that they are "true" and should be accepted or that not enough thought has been given to them. In any event, statements of purpose are useful. The efficiency of the endeavor can frequently be assessed by the degree of agreement between institutional claims and achievement. This provides the beginning reference for all that is undertaken by the school. The first purpose of educational evaluation is to consider the degree to which educational purposes are met (Disney, 1971, pp. 1-2).

The Need for Defining Objectives

Noll (1965, p. 104) wrote that teaching involves five essential processes; namely, defining objectives, choosing content, deciding on methods of instruction, instruction, and measuring results. If teaching is to have direction and purpose definition of objectives must come first and measurement must come last. To try to teach and evaluate without defining objectives is the equivalent of building a house without a blueprint.

A good teacher formulates his objectives, chooses methods and materials in line with his objectives, uses these methods and materials, and uses measurement to determine how well the objectives have been attained. Consequently everything is determined by the objectives. If the objective is to teach an appreciation of English literature, the methods and materials will differ from those used for teaching grammar; they will differ even more between Performance Based Teacher Education (PBTE) and the conventional approach.

Objectives may be stated in many ways. In PBTE objectives are specified in behavioral and measurable terms. Some teachers do not consciously formulate any objectives, but will simply teach "by the book". Nevertheless, every teacher works toward some objective, even if it is just to finish the textbook by the end of the year. No matter how objectives are formulated or thought of they are an essential part of teaching. This does not imply that one way of formulating objectives is as good as another. It does imply that every teacher has some objectives which give direction and purpose to his work. These objectives must be clearly stated so that their meanings and implications are well understood.

What is true about defining objectives for teaching applies equally to measurement and evaluation. It is impossible to measure the effectiveness of instruction if it is not known what the teacher has been trying to accomplish. If objectives are poorly defined, it is impossible to do an effective job of evaluation.

Normally measurement is the final step in the teaching process; however, there are times when measurement may come earlier, as in pre-testing and sometimes measurement is followed by reteaching as in the case of diagnostic testing. As a general rule measurement is the last step for a given period of instruction. It indicates the degree of success of the

teacher's and students' efforts. Measurement is the best way to determine how well the objectives have been attained. If there is no systematic and effective appraisal, the amount of progress attained in the classroom must remain a matter of subjective opinion.

Teachers' opinions are valuable in determining student growth. However, they are only one element in the total process and it is important to supplement them with more objective measures. The use of a wide range of measurement tools is essential because it makes appraisal more reliable and because different objectives require different techniques of appraisal. This is especially true of PBTE.

Special Considerations for Behavioral Objective Writing

McAshan (1970, pp. 7-9) has identified five areas of concern in writing behavioral objectives. They are as follows:

1. The need to be specific. Because the instructional program is complex there is a need to break down the problem area into its component parts before it will become manageable. This requires intensive study of specific parts of a problem area while keeping the practical aspects of the greater problem area in mind.

2. A study may be devoted to the testing of one major behavioral objective, a number of individual skill behavioral objectives, or both major and individual behavioral objectives. If several behavioral objectives are used, each should be stated separately in order to anticipate the type of evaluation that will be required. Then, the outcomes of each behavioral objective can be accepted or rejected, based on its own merit.

3. It is important that behavioral objectives be stated clearly. The significance of such clarity is that the objective must identify the goal and evaluation processes.

4. Frequently there has been confusion between procedures and behavioral objectives. Procedures usually describe the content, treatment, processes, or sequence of events that will take place in carrying out the design and evaluation activities. Behavioral objectives identify goals and described desired performance learners should have as a result of participation in an activity.

5. There are some instructional dangers, which are as follows: Because students are very different in behavioral characteristics, it may do real harm to some if the same behavioral objectives are applied to all students with no change in the criteria upon which the objectives are based.

Teachers have different backgrounds, philosophies, and competencies. Unless some steps are taken to ensure some level of uniformity in writing behavioral objectives for identical courses, teachers may develop entirely different goals and expected outcomes.

Much flexibility in the use of teacher talent could be lost with too much standardization of course objectives. The best behavioral objectives will come through team writing of objectives by small groups of teachers with common interests and common instructional areas of concern.

Writing behavioral objectives at the desired level requires technical knowledge and subject matter competency.

If behavioral objectives are to remain appropriate to meet the needs of the students, they must be constantly evaluated and restated. The standard of quality expected from one group of students may not be the same as that for another group. The goals for basic academic skills remains fairly stable. The behavioral evaluation activities and criterion standards are parts of behavioral objectives that must be constantly changed to meet the needs of a particular group.

New Educational Objectives

Current educational objectives are outdated; therefore new goals will have to be established. To most educators this is not a new or startling statement.

Education has not remained static but has been undergoing change. A diversity of innovations, e.g. (PBTE), have been implemented in an attempt to bridge the gap between theory and practice and to translate new knowledge into constructive action. Through research educators have attempted to arrive at empirical data to determine what is really known about the educative process, what are the conditions of learning and what constitutes effective teaching in order to develop better educational systems.

Gerhard (1971, pp. 48-63) proposed seven new goals for educational practice. These goals are as follows:

1. Knowledge is not synonymous with information. For information to become knowledge it must be "accommodated", "assimilated", and "internalized." Accommodation is the process of preparing the student to receive information by giving him a conceptual framework into which the information can be fitted. Assimilation is the process by which the student acts on the information and transforms it by making it a part of his existing conceptual framework, thereby enlarging the framework. The student has internalized the information when he knows and understands.

2. Tool skills, broad or specific, are to be taught in a purposeful context. The student's learning is a natural process. The factor of "wanting to" can be guided by teachers. It is necessary to match the specific skills to the students' interests, purposes, and goals.

3. The development and widespread application of the cognitive skills should be the central goal of education. The purpose which runs through and strengthens all other educational purposes is the development of the ability to think. This is the central purpose to which the school must be oriented if it is to accomplish either its conventional tasks or those newly ascentuated by changes in the world.

4. A major and critical goal area is the development of a positive, healthy, and productive self-concept. Self-concept development should not be left to chance. The active partnership of pupils and teachers, the use of personal inquiry and realistic problem-solving, the introduction of a performance-based curriculum, the insurance of a large degree of student success, the cautious use of praise and criticism, and the use of student self appraisal will serve to promote a more positive self-concept.

5. The concept of self direction, learning to instruct oneself, and then evaluating one's own behavior along specific dimensions is not new, but the cruciality of this goal has become more apparent. Students will become self-directive individuals when the proper climate is created which promotes a belief in the student's ability to be self-directive, by providing opportunities for the use of these behaviors to take place, and by encouraging, supporting, and guiding these initial steps.

6. Social effectiveness is proposed an another major goal of the schools. It is the application of the "skills of being human" to the total environment. A student is socially effective when he is able to achieve a balance between his individual needs and those of society. In recent years it has become apparent that these less tangible skills have not been adequately developed.

7. The goal of promoting positive attitudes towards and interest in learning is urgently needed to restore relevancy to education. Student drop-outs, student rebellion, etc. are tangible proofs of the so-called intangible, negative attitudinal sets and lack of interest in schooling. Teachers are able to identify these "intangibles" such as students' attitudes and interests and therefore should be able to move toward their increased development.

The new educational objectives provide for seven interrelated goals; each of the goals has an effect on all the others. Any one of these goals once achieved serves to enhance a series of others. The cognitive and affective domains are continuously interacting. The student makes his progress by moving along the rungs of two ladders, the cognitive ladder whose rungs include thinking skills, knowledge, and tool skills, and the affective ladder whose rungs include: the feeling components of self-concept, self-direction, social effectiveness, and positive attitudes and interests.

Evaluating Classrooms for Thinking

Gerhard (1971, pp. 66-98) provided a written transcript of the teacher-student interactions in a "classroom for thinking." It was possible to analyze and compare a lesson taught via the Behavioral outcomes Approach and then one taught by a conventional approach. In order to evaluate the approaches the criteria used were established which were the major premises and key factors of the Behavioral Outcomes Approach.

The results of the analysis of the two types of lessons are as follows:

The Kind and Degree of Interaction

There was a high degree of student-student interaction with the teacher in the behaviorally-oriented approach. She served as a guide and diagnostician. Pupils were free to confer with each other and consult with the teacher as needs arose. The teacher's assessment of the students' performance provided student feedback. The interaction of students with each other and with content was extremely high.

In the conventional approach a high-degree of teacher-student interaction was demonstrated. Student-student interaction was at a minimum. The teacher was the programmer of instruction and the program was rigidly structured. Student interaction with subject matter was limited and controlled. Feedback or knowledge of results occurred after each question, when the student was told if the response was right or wrong. The interactive process was highly limited.

Student Behavioral Change in Terms of Objectives

There were six objectives analyzed in these two teaching situations. This would vary in different situations. The greater the number of opportunities provided to promote these objectives, the greater will be the probability of developing the student's total growth pattern.

Objectives of the Lessons

In the behaviorally-oriented lesson the major goal was that of communicating to the student that his key function was to use his thinking process in the acquisition of knowledge. The secondary goal dealt with content.

The conventional lesson dealt primarily with content. Problem-solving awareness was of little concern. The content objectives were well defined.

Knowledge

In the conventional lesson, the students attended and responded to the teacher's questions by recalling previously learned materials; their involvement was limited to response by recall and notebook record-keeping. The students in the behavioral setting demonstrated a dynamic, student content interaction and a greater retention of knowledge.

Tool Skills

In these particular lessons this skill was not applicable.

Thinking Processes

In the behaviorally-oriented lesson, the students used a large variety of thinking processes. They were presented with a problem and were given the opportunity to explore, think, examine, and interact with the content.

Even though the teacher in the conventional classroom did not primarily concern herself with this objective, the students did think. Students operated merely on a memory level. The Behavioral Outcomes Approach was greatly superior to the conventional approach because of the extensive opportunities that were provided for thinking rather than restricting students to rote recall.

Self-Instruction

There were basic differences between the two lessons. In the behavioral lesson the students were provided with opportunity to determine their own course of action, to evaluate their performance, and to change course as they deemed necessary. The teacher served as a guide, motivator, and reinforcer. The conventional lesson was firmly directed by the teacher. There was little opportunity for students to determine their own course of action or to evaluate their performance. The teacher established the limits of instruction and served as sole director and sole evaluator of instruction. Self-direction and self-evaluation was a major part of the behavioral lesson. In the conventional lesson it was entirely lacking.

Social-Effectiveness

There is little doubt that the behavioral classroom provided the situational context, the time, and freedom for greater social interaction. Socially, effective behaviors were prevalent. No provisions were made to encourage social interaction in the conventional approach. The social behaviors which did occur in this setting just happened.

Positive Attitudes and Interests

The attitude of the student is a key factor operating in the classroom. This goal was difficult to measure on the basis of observation. A mere thorough evaluation could be made by a series of inventories.

From the responses made in the conventional classroom students demonstrated positive attitudes and displayed some interest. They attended to the teacher's presentation and responded to the required tasks; however, they were not highly stimulated and motivated to move beyond the assigned task.

In the behavioral classroom there were instances which pointed to a high degree of interest on the part of students. On the whole the interest level in the behavioral classroom was considerably higher than in the conventional one.

Comparing the outcomes of both lessons as they related to the sex objectives, it was concluded that the behavioral approach was superior. The students were given greater opportunities to acquire and maintain knowledge, to think, to use self-instruction, to develop social-effectiveness, and increase positive attitudes toward and interest - in schooling - and they utilized these opportunities and demonstrated the outcomes.

The Responsive Environment

The conventional teacher proyided a highly directive, controlled climate. She was the director and programmer of a well-planned, carefully structured lesson.

The behavioral teacher was a creator of conditions for learning. Her lesson was well planned but her plan was open-structured. Learning was interaction. In this approach flexible, responsive students were developed.

The Focus on Thinking

The process of thinking was central to the behavioral approach but was non-operative in the conventional one.

Diagnosis

There was very little diagnosis in the conventional approach. The students has extensive knowledge of the content at the beginning of the unit. Had the teacher administered a diagnostic pre-test she would have found that the content objectives had been previously attained. The first step of the Behavioral Outcomes Approach was the use of the pre-test.

The main diagnosis of the conventional classroom was the verbal response to specific questions. In the behavioral classroom ongoing diagnosis was in progress, as the teacher circulated among the students, observed their reactions, and questioned their actions. Pupils freely requested assistance when they needed it. Diagnostically, the behavioral approach was greatly superior.

Recently more attention has been given to behavioral objectives as a result, of developments in programmed learning and instructional technology, along with the concern for evaluating the outcomes of the new educational objectives. Originally behavioral objectives were designed to provide a connection between curriculum content and desired behaviors. Many educators have become so concerned with detailed specifications that the learning outcomes being measured represent small bits of knowledge rather than generalized behaviors. Such detailed specifications have a restrictive influence on teaching and learning. It requires the teacher and learner to function in a closed rather than an open system. All learned behavior must be specified in advance. It is easier to specify the lower cognitive skills; therefore, such skills will receive a disproportionate emphasis in the educational program.

During the early part of the twentieth century there was great concern for the improvement of educational efficiency and the development

of methods of accountability. The influences for managerial efficiency in education were reversed during the progressive era of the 1930's and 1940's. The new instructional technology of the 1970's is being countered by an urgent call for a more humanized school (Tanner, 1972, p. 33).

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CAN PBTE PRODUCE SUCCESSFUL TEACHERS?

by

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Those who seek a single simple solution to a problem are frequently disappointed. And a problem as complex as the one to which the 1973 NCA Workshop has addressed itself would quite naturally confront the seekers with a myriad of contradictions and cul-de-sacs. Performance-Based Teacher Education probably is a move in the right direction, but those who would hopefully join the throngs of its proponents would do well to maintain an awareness of some of its potential weaknesses.

One such weakness was evidenced by the reluctance of attendants at the workshop to tangle with a set of highly relevant questions that were raised in the first few days of dialogue. Experienced educators were quick to list personality as an important criterion for the evaluation of prospective teachers; they were equally cognizant of the importance of the criteria in the affective domain; and, once professional inhibitions were alleviated, they began to ask each other honestly, "Just what is a good teacher?" "Who should teach teachers?" and most crucial--"How?" But when the areas for study and research were determined, and

each member had chosen an aspect of Performance-Based Teacher Education for his concentration. this perennially puzzling and unquestionably significant set of questions was left to the 'experts.'

The participants recognized the validity of the questions; none denied their relevance; but consensus directed investigation toward the more concrete and objective. Pre-service and in-service problems and procedures of PBTE programs, like entrance requirements into teacher preparation programs, changing roles, field experiences, validation and evaluation, offered more promise as topics to be researched within the limited time of the workshop.

The subjective aspect of selection and retention, whether the program is PBTE or a more traditional one, are still problems to be solved. If the current emphasis on behavioral objectives and accountability continues, and economics suggests that it will, teachers of teachers must procede to define the characteristics of a good teacher in terms of specific and measurable competencies and to inform prospective teachers of these competencies.

One of the dangers of a competency or performance-based program is that the administrators of the program, in their zeal to be specific and objective, may emphasize the mechanistic competencies to the exclusion of the more subjective ones because the latter are so difficult to define. Most educators, however, agree that these affective competencies are ones which effective teachers possess.

Too often a supervisor judges intuitively when he predicts the future success of a potential teacher. "I can tell by watching him that he'll be a great teacher." These intuitions need to be identified and defined if they are to be of any use to teacher education programs. And the list of competencies needs to be constantly open to revision to include these competencies as they are recognized.

In a competency-based teacher education program, "competent" and "successful" should describe a good teacher; the fact that the terms are not synonomous to educators was demonstrated during an interview conducted by Ms. Dorothea Bump. The six participants unanimously agrreed with Dick Baker of Fort Hays Kansas State College when he said, "A competent teacher is not necessarily a successful teacher."

A successful teacher is one who instinctively or systematically creates a positive learning climate. When the 'vibes are good', exciting things begin to happen. If there are methods, they vary with the personality of the individual teacher, the collective and individual students, and the physical surroundings, but much lies in the approach and attitudes of the teacher. It can take years of experience to learn just how to establish this learning climate, but it can begin by observing a master teacher at work.

No catalog of characteristics of a good teacher can ever be complete because good teachers are themselves constantly learning and changing. Nevertheless, here is a beginning. A successful teacher accepts and respects himself and is therefore able to accept and respect

others; he is imaginative and creative and encourages others to be so; he is sensitive to others and responds to them either verbally or non-verbally. A successful teacher encourages; does not inhibit; is enthusiastic about what he is doing because he believes in its importance and wants to share it with others.

A successful teacher cares.

COMPREHENSIVE PLAN FOR INDIVIDUALIZED SELF-RENEWAL

A Staff Development Design for Urban Education

by

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Harris Teachers College has demonstrated a historical commitment to in-service programs as a means of maintaining quality education in the urban public schools. The college has provided continuing education for teachers in service that clearly met the needs of the school system during a period of teacher shortages, limited facilities, lack of staff, and minimal resources.

As the press of these problems was reduced, it became necessary to frame them in a different perspective.

> It must be pointed out that the hearts of America's cities are rich undeveloped territories, as some Americans are aware and more are discovering. Beauty is there--grace of architecture line, the freshness of tiny unexpected parks, imaginatively designed gardens created from scanty resources. There are lines in established museums and galleries, theaters and cinemas, but also in storefront playhouses, mural-covered fences and buildings, and the studies and studios of those whose spirits are nourished by the vitality of the city. The life of the city is well-known to offer terror and despair, the dullness of too little for too long, and the isolation of those who have nothing left to give. Little noticed are the vitality and self-reliance of those who have survived hardship and danger and the community of feeling and action that is growing from the sharing of new hope. The cities offer the possibility of finding new ways for Americans to live with one another because it is here that one may find the

richness of the cultural diversity which is America.[1]

During the past three years, the philosophy, central mission, and operating objectives of Harris Teachers College and public education have been re-examined and redefined in terms of the present urban conditions. Teachers are facing urban conditions which their previous professional training has not prepared them to manage effectively. The college has as its ultimate goal to assist the urban teacher in achieving educational excellence as measured by higher student achievement, regardless of race or geographical area.

Therefore, the in-service goal must provide the teacher with an increased capacity to become more sensitive to the needs of individual students and more effective in meeting them. The teacher must develop skills to deal with increased responsibility of urbanization, complexity, size, decentralization and shared decision making. They must find ways to help insure equal educational opportunities for each student by changing racially prejudiced attitudes and practices. Parents and students are demanding meaningful involvement in local schools. Teachers must have improved interpersonal and problem-solving skills to cope more effectively with group conflicts. The utilization of financial and personnel resources must be effective in view of the financial crisis in our schools.

Each teacher must continue on-going personal programs of individual self-renewal and improvement by developing additional group process techniques essential to the effective teaching of subject matter and to the setting and achieving of other educational goals.

If this is the need, then, the college is challenged to design a program for continuing education for teachers in service and develop offerings in response to the educational needs of the modern urban community. We can now focus on improvement efforts rather than programs associated with numerical growth. Teachers are beginning to demand germane inservice activities.

The single purpose character of Harris Teachers College allows it to develop expertise in all fields of elementary education. The respective strengths of the staff members must be realistically assessed so that their contributions can produce the widest possible impact. Still, the college's prime responsibility lies in the pre-service training of elementary teachers. Harris' ultimate accountability rests upon the quality and quantity of its graduates. Given the current situation of establishing enrollments, rising costs, and increasing demands in staff time, in-service education must integrate students and school system personnel into existing offerings as well as the developing programs.

I. Description of the Comprehensive Program for Continuing Development through Individualized Self-Renewal

A. Rationale for comprehensive approach in in-service.

1. In-service has been lacking in continuity and meager in every way.

2. The information explosion and increments of knowledge in every field have developed so quickly and changed so rapidly that no ordinary teacher can assume to possess a full grasp of his subject matter. A new approach to providing skills that will assist the teacher in ordering and structuring his subject matter and inquiring into it must be designed.

3. Factors in addition to pedagogy are at work in the student's performance. There is a need for a more comprehensive array of variables. The teacher must understand both his own and his pupil's attitude, insecurities, anxieties, and prejudices.

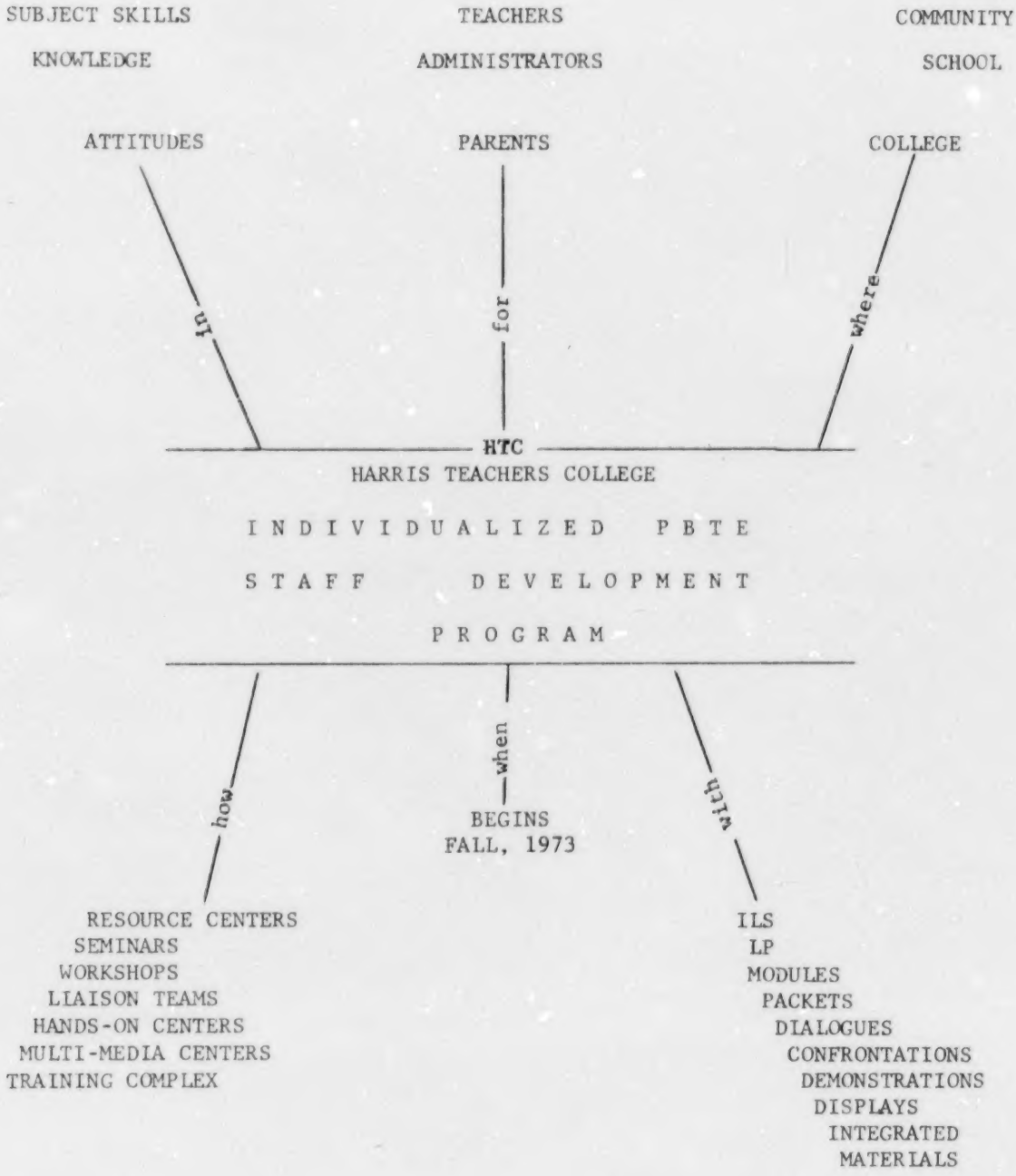
4. The teacher cannot screen out the impact of the total school culture on the student but must see a comprehensive picture of what should be examined in making the school more effective. They must be sensitive to those within it and attuned to the conditions and events surrounding it. The "culture of the school" is central to both understanding and effecting educational change.

5. Teachers are more willing to take risks then some elements of success are built into the structure. Thus, a consortium effort between the public schools and the college can be formed which provides limited consultant help, newsletters, bibliographies of selected readings, etc.

6. Staff development must mean in-service education for more than the individual teacher. The teacher's attention must be turned to the school and its problems. School improvements can become virtually synonymous to staff development. Principals will look at their leadership roles, and students participate in a changing school environment while the classroom teacher has access to courses taught to the college students.

7. A series of portal schools or pedagogical "service stations" --temporary in-service institutes staffed by college faculty and/or classroom teachers released from teaching duty can be established. Programs are organized within a sound instructional framework.

8. Experienced teachers in the schools will take over some of the "pre-service" functions now assumed by the college. In return, college personnel could contribute much more than they currently do to in-service staff development and school improvement "on-the-job."


SUBJECT SKILLS
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RESOURCE CENTERS
SEMINARS
WORKSHOPS
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HANDS-ON CENTERS
MULTI-MEDIA CENTERS
TRAINING COMPLEX
ILS
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MODULES
PACKETS
DIALOGUES
CONFRONTATIONS
DEMONSTRATIONS
DISPLAYS
INTEGRATED
MATERIALS

When one envisions the prospect of some of these teaching centers being in the inner city, simultaneous school improvement and teacher education look particularly promising and timely. Therefore, teaching performance will be more effective when determined on the basis of pupil achievement, demonstrated ability to use a variety of pedagogical procedures or methods and contributions to the improved health of the school's culture.

B. Descriptions of different kinds of In-Service Training.

1. Training in new curriculum: We can predict that knowledge will continue to change rapidly. Educators will periodically be faced with the need to use, adapt, or create new curricular resources. These efforts operate under the general feeling that effective teachers growth can be encouraged by:

   a. Providing for the induction and orientation of new personnel. (Designing orientation experiences or assisting districts in their training efforts for new teachers and especially recent Harris graduates.)

   b. Interpreting, reviewing or individualizing courses of study and adapt them to local use;

   c. Assisting teachers in the development and effective use of instructional materials,

   d. Promoting the review and exchange of information on successful teaching practices;

   e. Developing instructional leadership;

   f. Encouraging participation in multi-cultural activities which will enlarge and enrich professional background; and

   g. Development of a wide variety of competency based courses for all employees.

These programs will be organized so that each activity of the department is structured on a model which features the determination of objectives, selection of instructional alternatives, and administration of assessment procedures. All efforts will aim to improve human and technical skills.

These experiences provide an opportunity for teachers, administrators, and supervisors having common professional needs and interests to draw upon each others' strengths and experiences, and to develop attitudes, understandings and materials which will contribute to effectiveness in teaching and guiding children.

Most of these experiences may be oriented to the instructional programs, special projects, and human relations-type experiences.

The college is moving toward a competency based individual preservice program with a continuing emphasis on field experience. We expect this philosophy to transfer to our inservice offerings. While the credit incentive will be desirable for some members of the staff to participate in staff development programs, we anticipate taking several steps consistent with our new preservice emphasis that appear to be consistent with the preferences of the existing school staff and thus to meet needs of more individuals.

The areas in which help is most frequently sought are;

a. In-service teacher certification courses.
b. Curriculum development.
c. Learning disabilities and exceptional education.
d. Urban life and education.
e. Behavioral modification.
f. New teaching strategies and materials.
g. Multi-cultural education.
h. Professional enrichment.

2. Training in the use of technology represents the second different kind of inservice training. Increasing rates of change in the technology which can support learning: relays, classroom computer terminals, T.V. equipment, cassette recorders, etc. For this major kind of in-service training we are planning several types of centers within the college as well as in the field.

a. On-Campus Resource Centers

Resource centers are being planned as part of the emphasis on individualization and experienced based learning in our preservice program will permit Harris to serve as a reservoir of non-lecture materials and teaching devices for use in staff development experiences, as well as an aide to individual teachers. These materials will supplement those already available in the professional library. Future activities of the resource center will include a newsletter concentrating on items of special interest to groups of teachers such as new materials, shared successful instructional techniques and home made or inexpensive materials, and community resources that have proved useful in supplementing curricular materials. Materials and techniques developed through the experimental programs can be disseminated through the resource center newsletter. Similarly, teachers and curriculum specialists could be encouraged to file samples and instructions for their favorite devices in the resource center for preservice as well as staff development use.

One center will be called a "hands-on-resource center" designed to invite visiting educators 'to get their hands dirty.' Rather than merely looking at displays

or demonstrations of materials, equipment and new educational systems, teachers and others using the center will become active learners by using the materials, methods, and programs contained in the center resources. This center will be called a "Self-Help Lab."

A small instructional media center of films, audio tales, transparences, and fine art reproductions, as well as consultative services, is being planned.

b. Off-Campus Centers

1. PEP Centers (Personalized Experiential Preparation)-- These will be a type of portal school that will introduce new pre- and in-service teacher education programs on site. New and old curricula will be introduced along with instructional techniques, and staffing patterns both to the school system and the college. These centers provide a means of diffusing trained and retrained personnel as well tested practices and products to other elementary schools. These centers represent a true and more effective partnership between school and community. The program is competency based and used for training pre-service interns.

2. Teacher Renewal Centers -- These are selected elementary schools within a district where teachers share teaching experiences, have access to a wide range of instructional resources, and are trained in specific instructional competencies. The teacher's center has a specific emphasis contributing to the improvement of inservice teachers. The services rendered by the renewal centers would include:

(a) A pool of innovative teachers who demonstrate model lessons, conduct instructional seminars, and conduct seminars for parents. A floating seminar program will be designed by the Center team. The seminar will be conducted by a member of the Harris faculty, but team taught with a teacher in the district.

(b) A teacher newsletter written by teachers for teachers that reports successful programs conducted in the system and across the country.

(c) Paraprofessionals who assist in preparation of curriculum materials and provide general administrative assistance to the operation will be involved in many training activities.

(d) Scheduled renewal seminars conducted by leading scholars and held for parents, teachers, administrators, students and visitors from nearby school systems.

(e) Exchange programs designed to promote sharing of innovations and familiarize educators with their responsibilities for intergration as part of the renewal process. These exchanges could be within the St. Louis School System or with neighboring school districts.

(f) An action seminar for building the leadership skills of administrators.

The centers will attempt to determine programs that will aid in staff development, professional efforts for personal and program improvement, student learning, and community attitudes towards the school system. New and experienced teachers must receive experiences upon which to base realistic perceptions of the environment and the life styles of inner city children and must be prepared to meet the psychological and sociological needs of inner-city children. Any gulf between the teachers' experiences and the pupils' environment must be closed through effective communication and understanding.

3. The third kind of in-service training is for organizational improvement.

New patterns of working together in schools and in varied settings in the community call for special kinds of in-service training. Organizational changes create training needs of a special kind. Community participation will be ongoing through the channels created for such involvement and through the use of a neighborhood center, community child care centers, Head Start programs, and the Greenways school. Faculty members of the college will volunteer in the various community school efforts. Cooperative efforts between the training institution and several community agencies provide much needed experience for the students and a needed service to the community.

4. The fourth major kind of training is for intercultural needs: Learning to appreciate cultures different from their own. This area of training will explore the work done by the Confrontation Search Laboratory that is founded on the principle of relevance --reality remains the master teacher.

5. The fifth and last kind of in-service training is the generic process:

Learn to use general processes that could be applied to all the other areas--

a. being an active learner.

b. interacting with students to support learning. The 24 systems designed by the Northwest Regional Educational Lab provides training in six general processes. This system will be explored.

a learner to execute a particular skill or set of related skills at a stated performance level. The demonstration context may be simulated (for example, a microteaching situation), or it may be a real-life situation. In either case, practice and corrective feedback, two essential elements in skill training, must be provided. Those aspects of training materials that deal with the practice and corrective feedback will assume the form of instructions and suggestions rather than substantive materials with which to interact.

c. Modules

A package of integrated materials or an identificable and related set of sequence of learning activities which provides systematic guidance through a particular learning experience or specific program. Competency-based educational programs generally base their instructional content on modules. Modules are of many shapes and styles and may require activities ranging in time from less than an hour to a year or more. Typically, modules include rationale, prerequisites, objectives, strategies, resources, and criteria tests. The use of modules allows a much greater variety of experiences than standard "courses" and provides a far better basis for personalized instruction.

d. Protocol materials

Reproductions (visual, auditory, or printed) of behavior that portray concepts in teaching and learning. The immediate purpose of protocol production is to provide the raw material or data for interpretation of classroom behaviors. The ultimate purpose is to facilitate the development of interpretative competencies in teachers. Such competencies include:

(1) The ability to demonstrate a functional knowledge of some psychological, philosophical, and sociological concepts that are relevant to the teacher's work.

(2) The ability to interpret behavior situations in terms of significant educational concepts.

(3) The ability to use interpretations to formulate alternative plans for teaching and other activities such as conferences with parents and interaction with administration.

e. Proficienty packets, etc.

Packages will be developed for many of the courses enabling staff to take courses on either an individual or group basis.

c. School personnel involved in program will come from certified and non-certified categories. Special needs will be identified, programs planned, and implementation scheduled in a party relationship. A list of categories of personnel follows:

1. Administrators
2. Principals
3. Teachers
4. Community leaders
5. School social workers
6. School counselors
7. School supportive services
   (a) Secretarial
   (b) Janitorial
   (c) Security personnel
8. Cooperating teachers working with apprentices
9. Juvenile service staff
10. Parents
11. Paraprofessionals

C. Training Approaches to be Used in Centers, Courses, Community Experiences Will Be:

1. Well organized, clearly focused workshop with appropiately stated behavioral objectives and relevant assessment procedures (not limited to conventional tests) would constitute a module which, when combined with other related modules, would eventuate in course credit for certification or "plus 30" purposes. District Liaison workshops may be designed for credit or not credit.

2. Non-Credit experiences may be provided by Harris faculty teaching in the elementary school classroom. The "Hot Line", sponsored by District Liaison Committee provides assistance to individual teachers with specific problems or concerns.

3. Staff members must have had experience in the techniques of individualized instruction if their students are going to be involved in the approach.

Some examples are:

a. Integrating materials

Packaged sets of materials and suggestions known to be effective in enabling prospective teachers to demonstrate their ability to bring about desired learning outcomes in a particular evaluation scheme, or perform other tasks related to learning and teaching.

b. Training materials

"Packaged" and thereby sharable or distributable learning experiences that have a known degree of reliability in getting

The instructional packages are based on a pretest, learning activities, and a posttest. The learning activities are directed to reading, viewing, listening and discussion.

There is a flexibility for enrolling and completing course.

4. Dialogue, decisions, actions and evaluation group sessions.

5. Seminars, institutes "pedagogical service stations--Drive in and pick up your package."

6. Microteaching, interaction analysis, etc.

7. Mini-courses.

References:

Task Force on Urban Education Report, "Schools of the Urban Crisis" NEA: Washington, D.C., 1969, p. 2.